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ABSTRACT

A series of six 15-minute health films called "One To Grow On" was produced to be used by teachers in an inservice workshop setting. The films were conceived of as being a catalyst for discussions relating to teacher/student interactions with the goal being to stimulate all teachers, at whatever grade level or school setting, to be more humanistic in their relationships with students, and thus create a mentally healthier climate in their classrooms. The theoretical base of the films is the causal approach to understanding and dealing with student behavior, developed by Dr. Ralph Ojemann. The films could be characterized as being nondidactic, nonexhortative, and only at a low key level, as offering a model for teacher behavior. The purpose of this study was to evaluate the film series' impact on teachers and students. All participating schools provided a volunteer discussion leader and teachers. The study used a combination of hard data obtained from the administration of three tests to teachers and students in a pre-post/experimental-control paradigm, and soft data obtained from two interview schedules administered to teachers and postfilm discussion leaders. This final report contains background information, a description of the film/discussion program, a description of the study design, data collection instruments, and study sequence as well as conclusions and recommendations. (RC)

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EVALUATION OF THE IMPACT OF THE FILM SERIES "ONE TO GROW ON" ON SELECTED TEACHERS AND STUDENTS

FINAL REPORT

SCOPE OF INTEREST NOTICE

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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(Technical)

December 1974

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FOREWORD

The successful completion of projects that deal with areas of social relevance generally require special kinds of assistance. The project staff must depend on many other people in the community who are asked to give of their time and effort in order for the study to meet its objectives.

This was certainly true of the film evaluation effort described in this report. School personnel including administrators, teachers, and students--all made important and critical inputs to the data collection phase of the work. For this, the project staff gives their sincere thanks.

Effective project support and monitoring is no less important to a well-managed effort. It was provided throughout the period of performance and was particularly helpful in setting up a national conference where issues relating to mental health films in the school environment were explored and discussed by nationally recognized leaders.*

Since this project touched on a number of areas (e.g. mental health, films, teacher training) it was important to get inputs from recognized experts in these various disciplines. The following people were actively involved in various stages of the project and made numerous useful inputs:

Dr. Morton Berkowitz, Child Psychiatrist, Consultant for Allegheny County Schools, Pittsburgh, Pennsylvania.

Dr. Jack Birch, Associate Dean, School of Education, University of Pittsburgh.

Dr. John A. Moldstad, Professor, Division of Instructional Systems Technology, Indiana University.

*The Proceedings of this conference are being published in a separate document (Is anybody listening? Proceedings of a conference on the effective use of film media for mental health education for and with children, American Institutes for Research, 1974, In press).

Dr. Augustin A. Root, Professor of Education, Syracuse University.

Dr. Carl Terranova, Psychology Department, Educational Research Council, Cleveland, Ohio.

Dr. A. W. Vandermeer, Professor and Head, Area of Curriculum and Instruction, University of Alabama.

In addition to the above, Dr. Robert Fitzpatrick, a measurement and evaluation consultant on the research staff of AIR, assisted with the study design and in the analysis of data.

Since part of the project was conducted at an off-site location (Rhode Island), it was necessary to have someone who would assist the project staff in school coordination activities. This support was provided by Dr. Gwen Rae of the University of Rhode Island. Dr. Rae's professional interest in child development allowed her to extend her inputs to the project beyond a simple back-stopping effort.

Finally, our heartfelt thanks to Valerie Hausmann (Secretary) and Patricia Vitale (Administrative Associate) who expertly handled the many details of daily project management, data recording and formatting, and the typing of the numerous project documents that were required, including this one.

A complete listing of the project staff, along with the dates of important project milestones, can be found in Appendix A to this report.

Harris H. Shettel
American Institutes for Research

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BACKGROUND

The American educational system must be the most scrutinized, most criticized and (certainly) the most studied of all our basic institutions. A recurring area of concern with respect to this institution has to do with the basically authoritarian structure of most schools within which students have little or no opportunity to participate in decisions which affect them, and where dissent, disagreement and even creativity are often inhibited if not punished outright (Gordon, 1970; Holt, 1972). One result of this concern has been a trend toward what is loosely called the "humanistic," or human relations approach, to education.

"Humanistic" in the context of the classroom can be defined as any systematic attempt to sensitize the teacher to students' feelings, attitudes, and values, and to increase the teachers' application of the qualities of empathy, warmth, positive regard, and genuineness in his interaction with students. Looked at more broadly, this viewpoint, based in part on the teachings of Carl Rogers, Abraham Maslow, and others, holds that the restrictive, authoritarian climate of the school is incompatible with the students' need for self-actualization, and thus does not lead to optimum mental health and, in some cases, contributes to poor mental health (Greene, 1973). This viewpoint could be more easily ignored if it could be shown that children learn more under an authoritarian system, but such an assertion finds little support in the research literature. In fact, recent studies suggest that students are likely to learn most from teachers who show high levels of understanding and respect toward them (Aspy, 1969; Katz, 1971; Rogers, 1967). It has been said that "the placing of very healthy teacher-models in all classrooms may be tantamount to a peaceful revolution, and may well prevent a more violent educational revolution" (Aspy & Hadlock, 1967).

The humanistic approach to education is beginning to be reflected in the curriculum of many schools of education. However, the need to reach inservice teachers with appropriate training and educational materials dealing with this approach is seen to be equally important. After all, there are many more practicing teachers than there are teachers in training, and the time required to produce a complete "transfusion" would be many, many years.

The NIMH produced film series, "One To Grow On," the subject of the exploratory study described in this report is based in part on a well-known and well-documented approach to the improvement of mental health in the schools developed by Dr. Ralph H. Ojemann, an educational psychologist. This approach is consistent with the humanistic philosophy in that it emphasizes a causal orientation to the social environment which focuses on the etiology of, or motivations behind, human behavior, as opposed to a concern only with the surface manifestations of that behavior on a "here and now" basis. Such an approach involves an awareness of the probabilistic nature of human behavior, and supports an attitude of flexibility and tolerance, and an ability to view a given situation from another's perspective.

This causal approach to behavior parallels the widely documented description of a mentally healthy classroom climate as one in which there is flexible permissiveness within clearly recognizable limits so as to provide a sense of security, a building of self-esteem, appreciation of the rights of others, and challenge to each individual.

More than a dozen controlled research studies with teachers have shown that an "appreciation of the dynamics of behavior is accompanied by significant changes in such dimensions as manifest anxiety, tendency to immediate arbitrary punitiveness, anti-democratic tendencies, and tolerance of ambiguity" (Ojemann, 1967). There <u>is</u> evidence, therefore, that Ojemann's causal approach can work under rather carefully controlled research conditions. Unfortunately, this approach has had, to date, very little impact on school procedures in a general way, or to use the vernacular, "in the real world." To quote one author who laments this fact, *"Perhaps the reason is that effective use of this program demands specific training on the teacher's part."* (Italics added.)

In response to this felt need, NIMH elected to provide (through the RFP, contracting process) teacher training materials that would have the capacity to upgrade the skills and knowledge of the teachers at all grade levels in their application of the causal/humanistic approach in the classroom. It was further decided that a film series would offer the most cost effective way of getting the appropriate message to the widest possible audience. However, it was also recognized that films alone would be of limited value due to the essentially passive nature of this medium as

traditionally used. Watching a film, however skillfully it might be made, has not been shown to lead to significant changes in the behavior of the viewer, particularly in areas involving strong personal feelings. It was therefore decided that a guided post-film discussion session be "built in" to the total teacher training package.

It should be noted at this point that the process by means of which the film/discussion series was prepared did not follow a number of the procedures currently recommended for media development and that lend themselves to well-conceived summative evaluation efforts. These shortcomings became apparent to the project staff when an effort was made to determine the specific objectives of the films and the kinds of impact one could expect to occur as a result of having viewed the films and participated in the discussion sessions. The original RFP was rather vague on these points and the proposal that was accepted for the development of the films did little to increase the level of specificity of objectives and intended impact.

One can be sympathetic with problems in defining in an objective and measurable way teacher classroom behavior as it pertains to such inherently ambiguous concepts as *humanistic, causal, non-threatening, supportive,* etc. However, this is the challenge that must be accepted by those who claim to be (or are asked to be) accountable for the value of their efforts. "Good ideas" are easy to state in abstract terms ("Let's improve mental health in the classroom" or "Let's make teachers more humanistic.") The authors feel that it is incumbant upon those who accept the assignment to do something concrete and specific in implementing these "good ideas" to translate them into tangible and measurable quantities. Failure to do this (or to see that others do it), leads to, at worst, ill-conceived products, and, at best, products whose real merit is difficult or perhaps even impossible to determine.

For the above reasons, the "One To Grow On" film series was a difficult one to evaluate. The project staff found itself in the position of extracting from those responsible for the development of the series, both at NIMH and from the contractor, information that many feel should be a part of the original conceptualizing and planning process. The success with which this was done obviously has a direct and profound effect on the quality of the overall study. The nature of this effect will be seen more clearly in the more detailed discussion of the study contained in the body of this report.

In summary, this exploratory project is aimed at determining the extent to which a set of teacher training materials, namely the "One To Grow On" films and related discussion guide, which incorporate many of the concepts of the humanistic and causal approach, can influence in a positive way the attitudes and behaviors of the teacher in the classroom and subsequently have a beneficial impact on students. The research approach represents a mixture of "hard" data collection in the field under realistic conditions plus qualitative information obtained from interviews and questionnaires with those participating in the study.

The need to assess the impact of a potentially important effort, such as is represented by the "One To Grow On" film series, is critical to an orderly and validated process of improvement in our techniques and approaches to educational problems, particularly as they relate to mental health issues. The results of such an evaluation would be important in helping NIMH in their continuing efforts to reach teachers with mental health messages and suggest guidelines for the development of future programs in this critical area. The results should also be of direct assistance in the dissemination and support of the "One To Grow On" film series itself.

DESCRIPTION OF FILM/DISCUSSION PROGRAM

The complete teacher training package contains an introductory film plus six separate film segments, each with an accompanying discussion guide contained in a Film Discussion Manual.* The strategy employed by this training package is one of providing a common stimulus (the film series) along with post film discussion sessions during which the participants (teachers), under the direction of a Discussion Leader, engage in a dialogue which is intended to achieve the following major objectives (as stated in the original RFP):

(1) To stimulate discussion of the nature of student behavior and the teacher's relationship to it.

(2) To help teachers appreciate and understand human behavior, taking into account underlying factors which can produce different kinds of surface behavior in students.

(3) To help teachers explore and understand their own attitudes and feelings toward teaching, and by this exploration improve the ways in which they relate to their students and their students relate to themselves and others.

A description of the six films is contained in Appendix B, along with objectives developed by the project staff for each film and possible teacher behaviors that would be consistent with each film. The reader is invited to review this material to gain a feeling for the specific content of the films and what they were attempting to achieve. The introduction from the Film Discussion Manual which is quoted below will provide a more general description of the film/discussion series.

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*The introductory film was not ready in time to be used in the study. A third part of the total package, a Handbook, Promoting Mental Health in the Classroom prepared by Karen Rohne Pritchett Todd of New York University, also was not included, but for a different reason. The Handbook is considered an optional item, its use being left to the discretion of the individual user. Therefore its inclusion in the study would have introduced a variable of unknown dimensions in terms of its impact under realistic conditions.

Introduction

The "One To Grow On" films and discussion guides have been developed by the National Institute of Mental Health to stimulate thinking and discussion about mental health issues related to teacher-student interaction in the classroom. But the ultimate goal lies beyond thinking and discussion; it includes change. Teachers are central to any change that occurs in the ways in which the schools respond to students' mental health needs and can help their students in the process of personal growth.

Although teachers are the primary audience for this series, other school personnel--administrators and counselors especially--can contribute a great deal to the discussions. And because of the school's relationship to the community, other citizens as well as students themselves may be interested participants who might enliven the discussions.

These films and print materials are simply tools and not a package of panaceas. They are intended as a stimulating catalyst, a starting point from which discussion participants can look at their own problems and develop solutions.

Some of the films present specific classroom techniques. However, the materials are not intended to "sell" these examples, or even to suggest that any or all of them are necessarily effective in altering the learning experiences of the students. Effective use of any technique must arise from a shared need felt by both teacher and student.

Use Of The Series

The films were planned as a series that would be useful to all teachers and others interested in mental health in the schools. "Act II--Lindsey," "Sarah," and "A Pretty Good Class For A Monday" are all set in high schools and might be described as "problem films." They present problems without proposing solutions, a process left to the participants. "Individuals," "A Teacher in Reflection," and "Learning Strategies" are set in elementary schools, and while they address problems, the vehicle for this in each case is a particular program representing an effort to deal with the problems raised in the film.

The general problem presented in any film is not peculiar to the age group used to illustrate the problem, but if your time is limited, you may wish to select those films that most immediately address the interests and experience of your audience. However, if your group has the time for the entire series, there is a positive value in dealing with the whole range of problems presented in the series and in seeing the range of contexts within the school system--from kindergarten to senior high school--in which these universal problems of growth and development manifest themselves.

The Facilitator

Effective use of these materials depends upon the presence of a facilitator or discussion leader--an experienced expert or a self-trained novice--who assumes the responsibility for carefully previewing the films, reviewing the discussion materials, and facilitating the post-screening response and group interaction.

The discussion materials are intended as a guide to the facilitator, not as a script for leading a question and answer session. The facilitator can help the participants clarify for themselves what they saw, making sure that everybody understands what was happening in the film before discussing it. The facilitator can raise theoretical issues implicit in the films, and with good questioning can lead the participants to look more closely at what they see in the behavior of the characters in the films. Each of the films has the potential for stimulating strong feelings in the participants, and the facilitator should encourage people to state these, acknowledging their own effect. This will be useful throughout the discussion, but particularly as the participants attempt to shape personalized solutions to the kinds of problems presented in the films. An answer is only "right" if the teacher who formulates it and has the responsibility for implementing it, feels it to be right for himself.

The ultimate objective of the program is to stimulate action and change. The facilitator should ensure that an appropriate amount of time at the end of each discussion is spent focusing on the implications for action that can be derived from the preceding portion of the discussion.

The Role of Discussions and Teacher Reactions

The major thrust of the "One To Grow On" films described briefly above is to be found in the discussion sessions. The focus of the discussions is intended to be on what teachers do within their own classrooms that relates to the mental health of their students. The strategy employed is to provide stimuli (the films) in an environment that makes it possible for teachers, working together as colleagues, to develop and discuss changes they can make that will result in more constructive classroom experiences for their students.

The films are set in different schools with a variety of types of classroom organization, from very conventional to experimental. The grade level ranges from kindergarten to high school. The assumption behind this variety is that the teacher is the key element in developing a constructive approach to mental health in the classroom. The grade level, the shape of the classroom, the configuration of the desks, the type of program that is officially sanctioned, all contribute in their way to the kinds of interaction that occur in the classroom. But the teacher's awareness, sensitivity, and behavior are by far the most important variables. His realization that he can change his behavior in a constructive way is the underlying message of the entire series.

As noted, there is no intention to "sell" the particular techniques shown in some of the films to the participants. The adoption of specific classroom devices and programs is not the objective of this series. The success of the discussion cannot be measured by the participants' final receptiveness to the specific techniques shown. A bad discussion would be one in which the whole focus of attention was on labeling the situations or techniques, and passing judgment on them. The best discussion would be one in which the participants explored their own reactions to the situations, and came out with some new ideas about how they might better cultivate good mental health practices in their own classrooms.

This program is intended to help teachers realize the individual potential for change that each teacher has. The Discussion Leader's role in this process is to help the members of the group express their reactions to the films and connect these reactions to their feelings about their own teaching experience. The Discussion Leader is neither the teacher in a Socratic dialogue leading to a self-evident conclusion (a right answer) nor is he the

leader in a group therapy session, but he is closer to the latter. The Discussion Leader's task is to help the individual participants recognize their own responses and pursue those responses in a way that will lead them to new ways of dealing with students, ways that are their own, ways that are "comfortable" to them.

The individual teacher has significant discretionary power and many prerogatives concerning what goes on within the confines of his own classroom. "Responsibility" is a key word. Whatever the circumstances, the individual teacher has major responsibility within that room. While there are factors over which the teacher has no control, it is the purpose of this program to stress those factors over which he does have control. The teacher must feel his own power and his own responsibility.

Another way of describing the experience is to emphasize its uniqueness and its individuality. Every individual comes into the experience with different expectations and background; he "sees" different things in the films; he "hears" different things in the discussions; he processes it all with his own "one of a kind computer;" and he decides how to react on the basis of what this experience means to him.

Implications for Evaluation

As should be clear at this point, the total experience of viewing the films plus participating in the discussion sessions could be characterized as unstructured and nondidactic. The message is intended to be "soft" and not a well-defined, "how to do it" prescription for obtaining instant mental health in the classroom. This is a departure from much of what is provided for in-service training of teachers. In reviewing the various catalogues and descriptions of films and other audio visual material available in the mental health area, and in discussions with members of the panel and others knowledgable in the field, the more typical approach could be characterized as more exhortative and is often based on a particular set of recommended rules and procedures. The message is usually obvious and its teaching points are forcefully (if not always understandably) articulated.

The teaching philosophy used in the "One To Grow On" films is an interesting and provocative one. There is, after all, much to recommend an approach that takes seriously the body of knowledge that suggests that change in behavior is more likely to occur when the individual is an active

participant in the change process and when there is ample opportunity to debate and discuss the "pros and cons" of the subject area. Teacher behavior in the classroom is supported by a belief structure consistent with that behavior. Little permanent, effective change is likely to occur without the opportunity to examine that structure in a critical but non-threatening way with peers who share the teacher's problems and concerns. The "One To Grow On" films are simply the stimulus and catalyst that can trigger such an examination.*

This deliberate effort to imbed a point of view (Ojemann/humanism) in an unstructured format presented serious problems in designing an appropriate evaluation strategy. It is obviously easier to define objectives and devise measuring instruments for instruction that is based on explicit teaching points. The developers and conceptualizers of the series were not willing to define success for the films in terms of specific objectives being met by all or most participants. A 90/90 criterion level was, they indicated, simply "not relevant." If one teacher out of a group decided to change his classroom procedures in a "positive" way (i.e. consistent with the causal/humanistic approach), that would be considered a "successful presentation." However, as noted earlier, the project staff felt that, even under these unusual circumstances, more attention should have been given to specifying objectives and possible outcomes. This methodological inconsistency between a well-defined objective and statistically based evaluation strategy and a loosely defined and clinically based program orientation must be recognized as a serious limitation in achieving the aims of this project. It had an impact both on the selection of appropriate evaluation instruments and on the proper interpretation of the results obtained.

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*The unusual style and format of these materials produced some strong reactions among teacher participants, many of whom wanted to know what the objectives were, and what they would be tested on. It was necessary to repeat over and over that they were not supposed to learn facts or rules or approaches from the films. Perhaps this initial difficulty in adjusting to perceived ambiguity and lack of structure in a learning environment, with its attendant anxiety, tells us a good deal about the mental set that many educators have about what education should be like. Such an approach is clearly a new experience for a number of them, and, (based on many of their comments), a badly needed one. We have known for some time that students need to be taught how to learn. It appears that teachers may also need to be taught how to learn from new and unusual materials.

STUDY DESIGN, DATA COLLECTION INSTRUMENTS, AND SEQUENCE OF STUDY

Introduction

The notion that one can permanently and effectively change the behavior of a teacher in the classroom as a result of his exposure to approximately six hours of material (however excellent and well-conceived) is, at best, an optimistic one. It is clearly a legitimate hypothesis to entertain and to attempt to "prove," but one should not be surprised if the results are disappointing. Even areas in which there is a much closer and seemingly logical linkage between stimulus and response or impact have found it notoriously difficult to demonstrate and document that linkage, as, for example, the relationship between driver training and subsequent accident and violation data. We are becoming more aware of the need to use many avenues of change, over a period of time, if we are to have real and profound effects on our target audiences. A "critical mass" phenomenon seems to be involved in which the cumulative impact of a number of messages and programs can perhaps produce the desired change.

Related to the above problem is the rather incomplete understanding of how one should attempt to measure the impact of an experience such as the "One To Grow On" films. One sees increasingly in the evaluation literature a trend away from a reliance only on the tradition of experimental control and the collection of hard data and a willingness to "open up" our minds and our designs to include anecdotal material such as comments of participants, feelings about the experience, and other "soft" information. Robert E. Stake of the University of Illinois has argued for what he calls "responsive evaluation," based not on preordinate notions of what is supposed to happen, but on a careful exploration and documentation of what did happen (Stake & Denny, 1969). Donald T. Campbell of Northwestern University, one of the most respected psychologists in the evaluation field, has recently argued eloquently for the insertion of qualitative information to round out and validate our quantitative findings (Campbell, 1974). In his APA address (1974, New Orleans) he went so far as to suggest that there is room for "common

sense" in our evaluation efforts. Furthermore, he showed how little we really know about something when we look at only one element, however closely and completely we may examine and study it. Like a single frame of a motion picture, or the single dot of a newspaper photo, we are simply incapable of understanding a phenomenon unless we examine as many of its aspects, from as many points of view, as possible.

A third point has to do with the problems associated with the conduct of a study in a natural setting. The tradeoff is well-known to those who toil in the evaluation vineyards--if you want realism, you give up control; if you want control, you give up realism. The sponsor wisely opted for realism. As noted above, control does not equate with "understanding," and realism is not necessarily anathema to "good" evaluation. However, one does experience many difficulties in attempting to exercise some control over a study being conducted under realistic conditions. These problems are well-known and have been documented in the literature (e.g. Bend, 1970).

The above points are not meant to be interpreted as excuses for problems encountered in the study. In fact, the authors do not consider these items to be problems in the traditional sense, but simply existential realities that are always present in one form or another and to be accounted for in some fashion. One can set up a complex design, but one should not be surprised if that design is severely compromised because participants dropped out of the study at the last moment. Teachers have many responsibilities, school administrators are busy people, Christmas vacation is a given, and teacher unions are concerned when demands are made on teachers beyond the normal workload. Other innovative and exciting programs are being initiated at the same time and other government agencies want to do a study using the same schools. Any or all of the above (and more) can have a profound influence on field research conducted in the school environment.

Before examining the design and instruments used in this study, a final "study limitation" ought to be noted. This is the need to have all survey and test instruments ("new forms") reviewed and approved by the Office of Management and Budget (OMB). While the need for such review is not questioned (primarily and originally designed to avoid redundancy and invasion of privacy) the form and timing of the review can present serious problems to the project team. In the present case the award date of the project and

the school calendar year meant that data collection had to be initiated quickly if the 3-month follow-up study was to be completed before the end of the school term. Because of NIMH and OMB review procedures, data collection activities were delayed in getting started and a number of schools were closed before all data were collected. Also, many schools wanted a commitment and an exact starting date before agreeing to participate. Without OMB approval, such a commitment could not be made, and several schools who had agreed "in principle" to cooperate had to respectfully decline. And finally, because of the rush to get the OMB package submitted so that the review process could begin, the time allowed for the design and/or selection of appropriate instruments was limited. Pretesting of new instruments was also severely restricted. These kinds of impact on a project are not consistent with good project management nor are they always compatible with maintaining the scientific quality and merit of the project.

Study Design

The basic study design is shown below in Figure 1. It should be remembered that the film series was designed to be used by all in-service teachers--thus the complexity and completeness of the design. Since it was considered desirable to conduct the study in two different geographical locations, this design was replicated at a second site (Site 1 was Pittsburgh and environs, and Site 2 was Rhode Island).

	RURAL	SUBURBAN	URBAN
Elementary Grades (1 - 6)	Experienced, Male & Female / Male & Female Inexperienced	Experienced, M & F / M & F Inexperienced	Experienced, M & F / M & F Inexperienced
Intermediate Grades (7 - 9)	Experienced, M & F / M & F Inexperienced	Experienced, M & F / M & F Inexperienced	Experienced, M & F / M & F Inexperienced
High School (10 - 12)	Experienced, M & F / M & F Inexperienced	Experienced, M & F / M & F Inexperienced	Experienced, M & F / M & F Inexperienced

Fig. 1. Basic Study Design, Experimental And Control (One Location)

It was intended that, if possible, 10 teachers be obtained for each cell, 5 experienced and 5 inexperienced. It was also intended that a mixture of male and female teachers be included in each cell. Dropouts, school and individual, reduced these figures so that a number of cells contained too few teachers to allow optimal statistical procedures to be used.

One of the important factors considered in the selection of participants was the requirement that the discussion groups be kept relatively small and manageable so that meaningful discussions could be had (and monitored) and also so that the notion of "realism" be maintained. For this same reason (and also to measure school impact more effectively) the teachers in any one cell were to be drawn (to the extent possible) from a single school.

School systems were selected in which the types of respondents and types of settings would be reasonably representative of those expected to be encountered in practice. Teachers participating in the film and discussion program were selected by the school systems from among those volunteering. Unfortunately, some schools allowed teachers to select the control or experimental group instead of randomly assigning them as instructed by the project staff. This could have had an effect on the types of participants in each group.*

It should be remembered, however, that in actual practice, the program will not be used by all teachers, all schools, or all school districts. Rather, at each level, it is anticipated that the decision to use the program will be a voluntary one, and that the population of users will be a highly biased subset of the whole teacher population. The exact composition of the subset is not known, and it is thus in a strict sense impossible to draw a random sample from it. Furthermore, even if it were possible to obtain an

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*Teachers are often "expected" to participate in several activities such as these during the school year, especially when the administration has recommended and/or encouraged the program. Volunteering to participate but choosing the control group would be an easy way to show "interest" with a minimum of commitment.

appropriate random sample, it would not be feasible within the scope of the present project to use a sample of sufficient size to support generalizations of the precise sort envisioned in sampling theory. This is so because the appropriate sampling unit is not teachers, or schools, but school districts. It would have been prohibitively expensive to obtain an adequate sample of this unit of measurement.

The essential criteria for the selection of a study site were:

1. Large enough system to have teachers representing the various critical design categories (grade level, experience, etc.) in sufficient numbers so as to provide an adequate pool of volunteers.
2. A system with a sympathetic administration, willing to provide the necessary support to the effort.
3. A system that represents conditions typical of the three types of schools; urban, suburban, and rural.
4. A system geographically proximate to the project staff or able to provide the necessary leadership to ensure that the study be conducted as intended.

Some of these criteria were compromised due to limiting factors noted earlier.

Control group and experimental group teachers were matched to the extent possible on the basis of the following parameters:

a. Experience. This is one of the experimental variables shown in Figure 1. Experienced teachers are defined as those with more than two years total of teaching experience; inexperienced two years or less.

b. Teacher location. Experimental and control teachers were drawn from the same school or from schools that are considered by those qualified to make such a judgment as representing the same ethnic, socio-economic and neighborhood characteristics.

c. Age and sex. To the extent possible, each cell in the design contains a variety of age ranges and a mixture of male and female teachers. These characteristics were to be distributed equally between the experimental and control groups.

The primary defining characteristics of the respondent population were determined, of course, by the grade level and school location parameters. The following working definitions were used for the latter categories:

a. Rural. A school located outside the metropolitan area of a city or large town and serving a population whose income is derived primarily from farming and/or local industry, e.g., mining.

b. Suburban. A school located outside the central city but within the metropolitan area, served by a separate school system. Income is usually derived from occupations in the city.

c. Urban. A school located within the heart of the central city serving a population whose income is derived primarily from occupations based in the city.

Another input to these definitions was the terminology used by the local school system.

Pupil characteristics were not controlled per se, but were determined by the selection of schools and teachers within those schools. One entire class of each teacher participating in the workshop was selected as comprising the pupil sample. Teachers in the upper grades who teach more than one class had a class randomly selected for use in the study.

Selection of Instruments

As indicated earlier the rationale for the selection of instruments that would measure the effectiveness of the "One To Grow On" series should be based, to the extent possible, on the goals and objectives of the program as defined by those responsible for its conception and development. As also noted, this proved to be a difficult task partly because of the inherent nature of the materials themselves (e.g. non-didactic) but also because those who worked on the film development project were not committed to what might be called the "instructional technology" philosophy that places a premium on the precise and careful articulation of objectives and the criteria by means of which their attainment might be measured. This is not to imply that a lack of well-stated objectives is tantamount to inferior instructional or educational materials. A number of authors, including one of those contributing to this report, have argued that it is necessary to work toward a middle ground,

whereby the evaluator helps the developer/producer think through his goals and objectives and prepare ones that do justice to his ideas (Shettel, 1964). This approach is much to be preferred over a common alternative--insisting that those who prepare materials write "Magerian" objectives, with the result that they turn out to be sterile, irrelevant, and nit-picking. (This is how "music appreciation" gets translated into "When did Beethoven die?" and mental health in the classroom might have become "When did Freud die?")

In short, the project staff worked diligently with the NIMH people involved in the "One To Grow On" project to help sharpen up the kinds of outcomes that would be acceptable to them as reflecting their goals, and acceptable to the project staff as capable of being measured. (It is still not possible to measure such broad statements of goals as "heighten awareness," "increase sensitivity," "stimulate thinking," "broaden perspectives," etc., etc., without further refinement and translation.)

Two conceptual schemes helped to formalize the selection of instruments. One was the paradigm frequently used in attitude change studies that considers the change process as consisting of five steps: (1) getting the message to the target audience; (2) making the message understandable (content acquisition); (3) getting the target audience to agree with the message; (4) internalizing the message; and (5) operationalizing the message in the appropriate environment. The first step was, of course, a "given" in the study. (It may or may not be a given in the real world.) The second step was the original responsibility of the developers and an indication of their success in achieving that step would be an important part of the measurement process. Naturally, such a task assumes that the message is definable and understandable to the evaluator, and, as discussed above, considerable time was spent in the process of making it so. The third step was not a major focus of the film series, except in a "soft" way. There was, as noted, no "message" in the traditional sense, and certainly no "hard sell," but, as also noted, there was of necessity a concern for the acceptance of some kind of message by at least some of the participants. (Otherwise, why produce the film and why do an evaluation?) In any case, it was up to the evaluators to determine what the viewers got out of the experience that they could accept as valid for them.

The fourth step is a difficult one to operationalize, except in terms of the fifth step. Yet, this is the critical part of the change process. The fifth step is the "payoff." In most cases, one cannot measure this directly. The limited scope of the present project precluded in situ observation and thus it was necessary to use self-report data (which has been shown to be quite reliable when obtained under non-threatening conditions).

The other paradigm found useful in conceptualizing the measurement process was the notion of impact levels. Most educational or training environments are surrogate. They are not real simply because they are not the place where the effect is meant to be felt. This can be overcome to a greater or lesser extent by any number of techniques, films being among the most important. We also "workshop," we "role play," we make site visits, we simulate--all in an effort to be as relevant and job related as possible. But the fact remains that most training and education experiences are of necessity artificial. Thus, the success of this experience is predicated on the assumption that the learner will *take something with him* and *use it*. If the learner is a *carrier* rather than a *target*, there is the further assumption that he will take it, use it, and impact on a third party. Sometimes there may even be a fourth party. Each of these levels of impact help to define and proscribe the evaluation task. In the "One To Grow On" series, the following rationale for evaluation is based on four possible levels of impact:

Impact Level I: The films + discussion would have an immediate impact on the teacher in terms of his behavior in the discussions and his immediate reactions to the films. (Related to Steps 1 and 2 above.)

Impact Level II: The above experience would have an impact on his attitudes/beliefs with respect to the interpersonal relationship between the teacher and his students (Related to Steps 3 and 4 above.)

Impact Level III: As a result of the above impact, the teacher would behave differently in the classroom in a manner reflecting and consistent with the change noted at Level II. (Related to Step 5 above.)

Impact Level IV: The above change on the part of the teacher in the classroom would have an impact on the students in that classroom in terms of their perception of the interpersonal relationship between them and the teacher.

It can be seen that these Impact Levels are related in a general way to the objectives of the film series as stated in the original RFP (see page 5). However, it is felt that they are more manageable than the objectives in terms of their conversion into testable hypotheses.

As a result of the above conceptualization of the measurement role, three published tests were selected and two interview forms were designed for data collection purposes. The three published tests are:

1. The Minnesota Teacher Attitude Inventory (MTAI)
2. The Minneapolis Student Opinion Questionnaire (SOQ)
3. The AIR "When Do I Smile" test

Item 1 was the primary instrument for obtaining teacher attitude information towards students and teaching, pre-, post-, and follow-up. Item 2 was selected to yield information on the feelings of secondary and high school level students toward school, particularly the teacher. Item 3 was selected for the same purpose but for the primary level grades. Each of these tests will be discussed in more detail so that the rationale for their selection and use can be understood. It should be noted that the panel of consultants who were assembled to assist on this project played an important role in the selection process. (See Foreword to this report for the names of these individuals.)

(1) The Minnesota Teacher Attitude Inventory (MTAI). Rationale for selection of instrument: this test was developed as a result of a 10-year investigation based on the hypothesis that the attitudes of teachers toward children and school can be measured with high reliability, and that they are significantly correlated with the teacher-pupil relations as actually found in the teachers' classroom. A test, retest reliability coefficient of .93, and a validity coefficient of .63 are reported in the test manual.

The following paragraphs are quoted directly from the MTAI Test Manual to point out the similarity of the basic assumptions upon which this test was developed, and the rationale for the development of the film series "One To Grow On."

To quote from the manual: *It is assumed that a teacher ranking at the high end of the scale should be able to maintain a state of harmonious relations with these pupils characterized by mutual affection and sympathetic understanding. The pupils should like the teacher and enjoy school work. The teacher should like the children and enjoy teaching. Situations requiring disciplinary action should rarely occur. The teacher and pupils should work together in a social atmosphere of cooperative endeavor, of intense interest in the work of the day, and with a feeling of security growing from a permissive atmosphere of freedom to think, act, and speak one's mind with mutual respect for the feelings, rights, and abilities of others. Inadequacies and shortcomings in both teacher and pupils should be admitted frankly as something to be overcome, not ridiculed. Abilities and strengths should be recognized and used to the utmost for the benefit of the group. A sense of proportion involving humor, justice, and honesty is essential. Group solidarity resulting from common goals, common understandings, common efforts, common difficulties, and common achievements should characterize the class.*

At the other extreme of the scale is the teacher who attempts to dominate the classroom. He may be successful and rule with an iron hand, creating an atmosphere of tension, fear, and submission; or he may be unsuccessful and become nervous, fearful, and distraught in a classroom characterized by frustration, restlessness, inattention, lack of respect, and numerous disciplinary problems. In either case both teacher and pupils dislike school work; there is a feeling of mutual distrust and hostility. Both teacher and pupils attempt to hide their inadequacies from each other. Ridicule, sarcasm, and sharp-tempered remarks are common. The teacher tends to think in terms of his status, the correctness of the position he takes on classroom matters, and the subject matter to be covered rather than in terms of what the pupil needs, feels, knows, and can do.

Literature review indicates that there have been numerous studies of the relationship between the attitudes measured by the MTAI and observed teacher characteristics. Several have relevance for this study. Beamer and Ledbetter (1957) examined MTAI scores with various school personnel using variables of sex, teaching level, experience, size of school system, credit hours in child development courses, etc. Briefly, results indicated that female teachers scored higher than males, elementary teachers had a higher mean score than secondary teachers, size of the school system had no effect on scores, inexperienced education majors had higher scores than experienced

teachers, etc. Kearny and Rocchio (1956) studied the MTAI and the nature of the subject matter taught, e.g., teachers who have many different classes during a day score significantly lower than teachers who have one group for an entire day.

These authors also examined the relationship between rate at which teachers gave failing grades and MTAI scores. Even though this study resulted in a statistically insignificant relationship, and in fact showed a negative relationship, the authors concluded, "The high school teacher with undesirable teacher-pupil relations who creates an atmosphere of fear and tension, and thinks in terms of the *subject matter to be covered* rather than in terms of what the pupils need, feel, know, and can do, is more likely to fail pupils than a teacher who is able to maintain harmonious relations with his pupils and who is interested in pupils as *pupils*."

Examples of the relationship of individual items on the MTAI to the subobjectives of the various films are given below. (The list below represents a sampling of items, and is not to be considered a definitive item analysis of the test.)

(1) "A Pretty Good Class For A Monday"

Subobjective--to encourage the teacher to respond to the individual needs, values, and to develop tolerance for another's perspective.

MTAI Items:*

- A child should be encouraged to keep his likes and dislikes to himself;
- Young people are difficult to understand these days;
- A teacher should never acknowledge his ignorance of a topic in the presence of his pupils;
- Most pupils lack productive imagination;
- The low achiever probably is not working hard enough and applying himself;

*Choices are Strongly Agree, Agree, Undecided, Disagree & Strongly Disagree.

*Teachers who are liked best probably have a better understanding of their pupils;

*It is usually the uninteresting and difficult subjects that will do the pupil the most good.

(2) "Lindsay"

Subobjectives--to recognize possible sources of conflict that may be contributing to surface behavior, and to recognize the need to respond with sympathy, empathy, and flexibility to develop a meaningful relationship in such a situation.

MTAI Items:

*Children's wants are just as important as those of an adult;

*The teacher should not be expected to manage a child if the latter's parents are unable to do so;

*Children should be "seen and not heard;"

*Children need not always understand the reasons for social conduct;

*Children should be given reasons for the restrictions placed upon them.

(3) "Sarah"

Subobjective--to encourage consideration of the needs of the individual, the demands of the teacher's responsibility to the institution (the school) on the one hand, and her responsibility to the student on the other.

MTAI Items:

*A teacher should not be expected to burden himself with a pupil's problems;

*A teacher cannot place much faith in the statements of pupils;

*A teacher should not be expected to be sympathetic toward truants;

*No child should rebel against authority;

*Difficult disciplinary problems are seldom the fault of the teacher;

*Teachers can be in the wrong as well as pupils.

(4) "Individuals"

Subobjective--to encourage introspection regarding teacher's own feelings and attitudes about teaching, techniques of teaching, and innovations in the system.

MTAI Items:

- There is too great an emphasis upon "keeping order" in the classroom;
- Success is more motivating than failure:
- Every pupil in the sixth grade should have sixth grade reading ability;
- A good motivating device is the critical comparison of a pupil's work with that of other pupils;
- Increased freedom in the classroom creates confusion;
- Children are usually too sociable in the classroom;
- Most pupils are resourceful when left on their own;
- Children should be allowed more freedom in their execution of learning activities;
- A teacher should never leave the class to its own management;
- It isn't practicable to base school work upon children's interests;
- Most pupils are not interested in learning;
- Children have a natural tendency to be unruly.

(5) A Teacher In Reflection"

Subobjective--to encourage the teacher to think about the way he relates to his class as a result of his interpretation of his role as a teacher and to think about whether he should and/or cares to restructure this role.

- Minor disciplinary situations should sometimes be turned into jokes;
- If the teacher laughs with the pupils in amusing classroom situations, the class tends to get out of control;

•A child should be encouraged to keep his likes and dislikes to himself;

•The first lesson a child needs to learn is to obey the teacher without hesitation;

•To maintain good discipline in the classroom a teacher needs to be "hard-boiled

•The

•There is too much leniency today in the handling of children.

(6) "Learning Strategies"

Subobjective--to encourage the teacher to consider his reactions to the concept of guiding one's own development, and to consider whether it is a feasible strategy in his own setting. He is also encouraged to consider the possibilities that are inherent in this strategy for teaching children to understand human behavior in terms of its causes.

MTAI items:

•Success is more motivating than failure;

•A good motivating device is the critical comparison of a pupil's work with that of other pupils;

•The whims and impulsive desires of children are usually worthy of attention;

•Children nowadays are allowed too much freedom in school;

•All children should start to read by the age of seven;

•There is no excuse for the extreme sensitivity of some children;

•The teacher should disregard the complaints of the child who constantly talks about imaginary illnesses.

Additional consideration in deciding to use the MTAI: (1) the test is relatively short (20 - 30 minutes to administer), (2) it has been acceptable to teachers, and (3) it can be machine scored, an important item considering the limited scope of this exploratory study.

(2) The Minneapolis Student Opinion Questionnaire for Intermediate and High School Pupils (SOQ). Rationale for selection of instrument: initial relevance of this instrument to the proposed evaluation study was found in the purpose for which the test was developed; i.e. in response to increased attention being given by educators to student behavior in the affective domain, and by the attitudes measured: liking of school, interest in learning, unfair punishment, self-concept as a learner, friendly atmosphere, involvement in decision making, class discussions, positive reinforcement, fear of asking questions, and attitudes toward teachers. (These categories were produced by a factor analytic approach to the test.) Further scrutiny of test items identified for each of the above factors indicated that this test related to the overall objectives of the study and was in agreement, in its basic premise, with the concepts and philosophy of the MTAI.

The test items identified for each factor are given below. It should be noted that the students were instructed to answer the questions about a specific class and teacher, rather than to respond in terms of all teachers and school in general. This teacher, of course, was either a control or experimental participant in the study.

Items constituting factors in the Student Opinion Questionnaire, and "One To Grow On" films to which they are related, are shown below.

(A) Liking of School ("A Teacher in Reflection," "Learning Strategies," and "Individuals"):*

Schoolwork is interesting;
I don't like my classes;
I like school;
I hate school;
I find my teachers to be fun and exciting;
I like most of my teachers;
My classes are boring;
I think school is fun;
I don't like school work;
I like my classes;
I don't look forward to going to school.

*Choices are Strongly Agree, Agree, Disagree, and Strongly Disagree.

(B) Interest in Learning ("A Pretty Good Class For A Monday"):

I really don't care whether I learn anything or not;
I do not like to stay out of school;
I enjoy learning new things;
I don't care if I learn anything, I just want to pass;
When I graduate or leave this school I want to continue my education;
I would like to quit school.

(C) Unfair Punishment ("Sarah" and "Lindsay"):

I have often been punished here without cause;
Sometimes I am blamed for someone else's activities;
I have been punished in front of others in this school;
I am only punished when I deserve it;
The teachers here never yell at me;
The teachers are always suspicious of me.

(D) Self-Concept ("Learning Strategies," "Individuals," and "A Pretty Good Class For A Monday"):

I am not very good in school work;
I have the ability to learn most things;
I see myself as a successful student;
Learning things in school comes easy to me;
There are a lot of things I don't understand no matter how hard I study.

(E) Friendly Atmosphere ("A Teacher in Reflection" and "Learning Strategies"):

I have some good friends here in school;
A lot of students here are stuck up;
Students here are not willing to help me;
People in this school try to make me feel important;
Most students in this school are friendly.

(F) Involvement in Decision Making ("A Teacher In Reflection" and "Individuals"):

My teacher never asks me to help plan what our class does;
I help to make decisions in my classes;
Many times students are given a chance to decide what the class does;
Sometimes I help decide what our class does;
I am never involved in making decisions about my school or class.

(G) Curriculum Relevance ("Learning Strategies" and "A Pretty Good Class For A Monday"):

School doesn't teach the more important things in life;
This school teaches me the things I want to learn;
I think I am learning a lot of things that will help me earn a living when I get older;
My school activities don't help me in anything that I do outside of school;
Most school work will be useful to me when I get out of school.

(H) Positive Reinforcement ("Learning Strategies," "Individuals," and "A Pretty Good Class For A Monday"):

I am praised when I do good work;
I do a lot of good work that goes unnoticed;
I am rarely told when I do good work;
My teachers praise me when I complete my work;
I am always told about my bad work and not my good work.

(I) Perception of Progress in Learning ("A Pretty Good Class For A Monday" and "Individuals"):

I think I learned more this year than in previous years;
I don't think I am learning much in school;
I think I learned less this year than I did in previous years;
I think I am learning a lot in school.

(J) Fear of Asking Questions ("Individuals," "Learning Strategies," and "A Teacher in Reflection"):

I am afraid that my teacher will call on me;
I have a difficult time speaking up in front of the class;
I am not afraid to ask for help when I need it;
I am usually afraid to ask questions;
I go to teachers for help when I need it.

(K) Factor X ("A Pretty Good Class For A Monday," "Learning Strategies," "Sarah," and "A Teacher in Reflection"):

I am not encouraged to look at both sides of the question in this school;
My teachers don't treat me like a human being;
My teachers don't encourage me to try things on my own;
This school does not give me a chance to develop my skills and talents;
Nobody is really interested in my opinions about how this school should be run.

(L) Factor Y ("Sarah," "Lindsay," "A Pretty Good Class For A Monday," and "A Teacher in Reflection"):

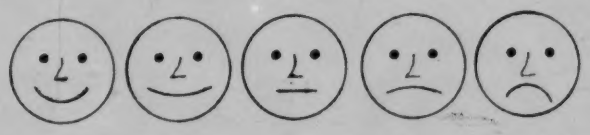
I think my teachers understand me;
Most of my teachers seem to like me;
Most of my teachers are excellent;
I find my teachers to be fun and exciting;
I am proud to be a student in this school;
I can get help from most of my teachers;
I like most of my teachers;
Teachers in this school do a poor job;
My teachers really know how to teach;
Most of my teachers are not considerate of how students feel;
If students don't learn here it is not the fault of the teachers;
Teachers at this school really seem to enjoy teaching.

(3) "When Do I Smile" (for elementary students). Rationale for selection of instrument: this test was developed by AIR for an evaluation study of the CAP Project (Conceptual and Perceptual Development Through Curricular Design). The purpose of the test was to measure change in self-concept during the school year the project was conducted (1969-1970). This instrument was designed for use with elementary pupils. Inspection of individual items shows a relationship to items on the Student Opinion Questionnaire, i.e. "How do you feel when the teacher calls on you to answer a question?", "How do you feel about your grades in reading?", "How do you feel when you are in school?".

One objective of the CAP project involved change in teacher attitudes. Teacher reactions to the program included statement clusters in such categories as: (1) CAP makes the teacher think more about and understand cultural differences of his/her students, and (2) the teacher spends less time in disciplining students when the emphasis is on positive reinforcement of students. Thus, change in pupil attitude in this project was based on objectives similar to those of this study--an improvement in teacher/pupil relationships through enhanced understanding of human behavior. Spearman-Brown reliability was computed as .82 for 200 cases. Item distribution is reported for 450 students.

The following items on this test can also be related to film sub-objectives.* For example, the film segment, "A Teacher in Reflection" relates to these items: "How did you feel about coming to school this morning?", "How do you feel about the boys and girls in this class?", "How do you think the boys and girls in this class feel about you?", and "How do you feel about playing by yourself?". "A Pretty Good Class For A Monday" relates to: "How do you feel when you are in school?" and "How do you feel about learning out of books?". "Lindsay relates to: "How do you feel when you take your report card home?" and "How do you feel about talking with your parents about

*This test was administered orally. Students respond by checking one of a series of five "faces" ranging from "very happy" to "very unhappy" with "happy," "in between," and "unhappy" being the other options.



problems you might have?". "Sarah" relates to: "How does the teacher feel about the boys and girls in this class?" and "How do you feel about your teacher and parents talking together about you?". "Individuals" relates to: "How do you feel about the things you do in school?", "How do you feel when the teacher has you work together with others in your class?", "How do you feel when the teacher has you work alone on a job or task?", "How do you feel about your grades in reading?", and "How do you feel about your grades in arithmetic?". "Learning Strategies" relates to: "How do you feel about the boys and girls in this class?" and "How do you feel when the teacher gives you something new to do?".

The remaining two data collection devices to be discussed are designed to obtain information from the discussion leaders and the teachers in the experimental group with respect to their thoughts, feelings and attitudes about the entire experience.

The Discussion Leader Report Form was to be completed immediately after each discussion session. A copy of this form is contained in Appendix C and should be reviewed for an understanding of the kinds of questions and information that was obtained from the Discussion Leaders.

The Teacher Interview Schedule, and instructions for its use, are shown in Appendix D. This form was used as soon after the completion of the entire series as possible. (Many teachers were interviewed by a member of the project staff or someone trained by the project staff. Those who could not be reached in this way were asked to write their responses, with telephone follow-up used for any problem areas.)

Sequence of the Study

The overall sequence of the study, with the various test instruments identified, was as follows:

Pretest

a. Teachers, both experimental and control, were given the Minneapolis Teacher Attitude Inventory. This was done by individual mailings or in groups at the various selected schools.

b. Primary grade pupils who are in the classes of the selected teachers, experimental and control, were given the "When Do I Smile" test in class by "the school" (not the classroom teacher).

c. Junior and senior high school students were given the Minneapolis Student Opinion Questionnaire under the same conditions as in b above.

Experimental Treatment (six workshop sessions)

a. After each film and discussion session (scheduled once a week), the Discussion Leader filled out the Discussion Leader Report Form. Teachers were not to be involved personally in this activity. A "realistic" setting was maintained throughout the "workshop" experience to the extent possible. That is, they were conducted by the schools in essentially the same way they would be had the school purchased or rented the film series "One To Grow On" and proceeded to use them independently of AIR and the evaluation study. Most of the workshops were conducted on a 2-hour after-school session basis. However, one school district found it necessary to show the films before school began in the morning and to split their discussion periods between a 15-minute period following the film and a later session either the same day or on the following day.

Both of the school systems in the two sites agreeing to participate had available a pool of inservice training "Leaders," trained in group methods by a school administration staff member whose major task is the planning and coordination of inservice teacher training. These "Leaders" were, by profession, school social workers, school psychologists, and guidance counselors. In one school district, however, it was necessary to use peer teachers to act as discussion leaders. This seemed to work very well. AIR did make available training in values clarification strategies and techniques to the Discussion Leaders from the suburban and rural schools in the Pittsburgh area (provided by Creative Communication, Inc., who also trains leaders for the Social Seminar program). However, some of the more highly qualified and skilled Leaders come from a school district in Rhode Island.

To summarize, some of the "real world" conditions under which the film series was conducted were: volunteer subjects, a variety of conditions under which the workshops were conducted, and Discussion

Leaders who had different background and training.

b. After the completion of the entire series of films/discussions, the teachers were either interviewed personally using the Interview Schedule for Teachers or filled out the Schedule.

Posttest

The Posttest procedure for experimental and control teachers was identical in all respects to the Pretest procedure. The same instrument was used (MTAI). No testing of pupils was done at this time.

Three-month Follow-up Testing

The three-month follow-up testing procedures for teachers and pupils were identical in all respects to the Pretest procedures (i.e. both experimental and control, teachers and pupils, received all test instruments).

The overall schedule of the study is summarized in Figure 2 on the following page.

Pretest	Experimental Treatment	Posttest	3-month Follow-up Testing
Teachers - both control and experimental Instrument - Minnesota Teacher Attitude Inventory (MTAI)	Experimental teachers only Workshops - 6 sessions--films and discussion Discussion Report Form - To be completed by Discussion Leader after each of the 6 workshop sessions.	Teachers - both control and experimental Instrument - MTAI (Same form as pretest) Interview Schedule - for teachers - after final workshop session	Teachers - both control and experimental Instrument - MTAI - (same form as pretest)
Pupils - of both control and experimental teachers Instruments - Minneapolis Student Opinion Questionnaire-Intermediate, High School levels; "When Do I Smile" - Elementary level			Pupils - of both control & experimental teachers Instruments - Minneapolis Student Opinion Questionnaire; "When Do I Smile;" (same forms as pretest)

Fig. 2. Study schedule design.

RESULTS

The previous sections of this report have presented in a descriptive way the essential rationale and the underlying hypotheses for the evaluation of the "One To Grow On" film/discussion materials. For purposes of review, the original objectives and the four levels of impact are repeated below:

Objectives (from RFP):

(1) To stimulate discussion of the nature of student behavior and the teacher's relationship to it.

(2) To help teachers appreciate and understand human behavior, taking into account underlying factors which can produce different kinds of surface behavior in students.

(3) To help teachers explore and understand their own attitudes and feelings toward teaching, and by this exploration improve the ways in which they relate to their students and their students relate to themselves and others.

Levels of Impact:

Level I: The films + discussion would have an immediate impact on the teacher in terms of his behavior in the discussions and his immediate reactions to the films.

Level II: The above experience would have an impact on his attitudes/beliefs with respect to the interpersonal relationship between the teacher and his students.

Level III: As a result of the above impact, the teacher would behave differently in the classroom in a manner reflecting and consistent with the change noted at Level II.

Level IV: The above change on the part of the teacher in the classroom would have an impact on the students in that classroom in terms of their perception of the interpersonal relationship between them and the teacher.

The following "expectations" are designed to convert the above outcomes into an evaluation process, using the instruments and data obtained, and are stated in a manner that would be consistent with outcomes:

1. Measured by the MTAI pretest, there would be no essential difference in the "scores" (attitudes) of control and experimental teachers. However, differences between grade levels would not be, as noted earlier, unexpected. Also, it would be helpful if the pre-MTAI scores were on the low or medium end of the scale. This would provide "room" for increases and avoid asymptotic problems and ceiling effects. It would also help if the S.D. of scores was small so that relatively small differences may be shown to be significant.

2. Similarly for students, control and experimental groups should be shown to be similar in attitudes as measured by the SOQ or Smiles pretests. Again, scores "should" be low and S.D.s small.

3. The Discussion Leaders should report that the experiences for teachers was positive in general and that many individual teachers were encouraged to modify classroom/pupil/teacher interaction in a manner consistent with the Ojemann/humanistic philosophy (best), or at least indicate a desire to do so (next best), or be willing to think about it (next best). Discussions would be reported as meaningful and issue/problem related and not trivial.

4. Teachers in <u>their</u> interviews would hopefully reflect the same points that were made in 3 above. However, one would expect considerable individual variation, based on the personal and individualistic nature of the materials and their message.

5. Post-MTAI scores would show a significant gain over pre-MTAI scores for experimental teachers, while the control teachers would show no gain and perhaps even a loss. Other acceptable but less dramatic results would include a comparative difference score in favor of the experimental group (e.g. both control and experimental could drop but the control would go down more than the experimental). Another characteristic that should show up in the teacher self-report data is a relationship between the impact of the program on the individual teacher and his gain score on the MTAI. This is in some ways a more sensitive measure than comparisons between average scores, since it shows (or fails to show) the linkage between the verbal report of impact and the attitude change as reflected by the MTAI.

6. Three months after the completion of the workshop, one would expect that MTAI scores would remain high or even possibly increase over post scores. The latter effect would possibly reflect a reinforcement phenomenon stemming from the success of the changes instituted by the teacher. A kind of feedback process could be hypothesized in which improved teacher behavior would lead to improved student behavior which would lead to further input from the teacher, etc., all of this reflected in changes in the teacher's attitude as measured by the MTAI.

7. This same process would lead to a change in the students' attitude toward the teacher as reflected in his follow-up scores on the SOQ/Smiles test when compared with those scores on the pretest. The scores of the Ss in the experimental group should go up while the control group scores should remain the same or go down. Less dramatic but still important would be a difference score between control and experimental in favor of the experimental, even if the direction of change was negative. Also, as with the teachers, one would expect those students in the classes of those teachers who said that they were going to make changes, or at least think about them, to show the greatest increase (or least decrease) in their SOQ/Smile scores.

It should be recognized that while the above expectations are closely related to the original objectives of the films and to the impact levels, the relationship is not one-to-one. That is, there is no direct measure of teacher classroom behavior change (Impact Level III). Such a change would be inferred from a positive finding for expectations #6 and (more importantly) #7. Similarly, support for Impact Level IV must be inferred from expectation #7. Impact Levels I and II (teacher behavior in the discussion sessions and teaching attitude, respectively) do have direct confirmation (or negation) in the kinds of data collected from teacher and Discussion Leader interview forms. Two caveats are in order at this point, both of which have been noted but should be re-emphasized:

1. The design was not realized in its entirety. Some cells are empty or extremely small. This is particularly true of the follow-up data, since many schools were getting ready to close or were closing by the time the posttest data were being collected.

2. If expectations are set too high, everyone (and everything) fails. The expectations stated above are exploratory questions. Despite what those responsible for the films may have hoped for, one should be cautious about the commitment one is willing to invest in such hopes. It is certainly fair, however, to expect impact at some level to support the cost of such a program. However, to abandon such a program because it fails to meet all of its objectives is probably short-sighted. In the discussion to follow, failure to find a difference should not be over-interpreted. One cannot prove the null hypothesis, only disprove it. As someone put it, "the absence of proof is not the same thing as the proof of absence." In such inherently difficult areas as classroom mental health, attitude change and humanistic educational philosophy, this precept should be kept well in mind.

The results will be given first for the data collected from the various tests administered ("hard" data) and then from the two interview forms completed by discussion leaders and teachers ("soft" data).

Test Administration Results

To help the reader judge the possible range of scores on the three tests used, the following information is provided:

MTAI -- This test has 150 items, each one of which has 5 possible answers. Some of these answers are considered "right" and some "wrong" (and some are not either). A Right minus Wrong scoring formula is used, and the result plotted on the appropriate percentile scale which has been normed for elementary and secondary teachers. The "score" shown in the table is the resulting average percentile scores for the referenced group of teachers. Max.=100; min.=0%.

SOQ -- This test, as used in the study, had 45 items. Each item had four choices. Two of these were scored as positive ("good" attitude). The other two choices were considered as negative ("bad" attitude) and were not scored. The score in Table 1 is the average number of positive scores. Max. score=45; min. score=0.

Smiles -- The version of this test used in the study had 10 items. Two of five possible responses were scored as positive. The other three were neutral or negative and were not scored. Max. score=10; min. score=0.

The differences between the MTAI, Smiles and SOQ pretest scores for each grade level are shown in Table 1. Table 1 generally supports the "expectation" noted earlier--that is, experimental and control subjects were not significantly different on the pretests. The one exception is for the MTAI, grades 7 - 12, where the control group teachers scored significantly lower on the MTAI than the experimental teachers. This fact is taken into account in interpreting pre- and post- difference scores for the group. Also, scores on all tests allow some room for improvement, but this is particularly true of the MTAI and least true for Smiles, Grades 1 - 3. This is one of the reasons these latter grade levels were singled out for inspection from the rest of the elementary students (grades 4 - 6). It was feared that these very young students would be less likely (or have less reason) to be critical of their school experience. Their results could possibly mask any real difference that may be shown for the 4 - 6 grades. All of the subsequent analyses maintain this distinction at the elementary level.

Other points of interest in these data are:

1. The S.D. for the MTAI is high in comparison with the other two tests.
2. High school teachers tend to score higher on the MTAI than grade school teachers. This is contrary to the findings used to generate the norms as documented in the MTAI test manual (Cook & Leeds, 1947). No explanation is forthcoming for this finding. It is not a factor in the study per se in terms of the interpretation of results.

TABLE 1

t Tests of Differences Between Experimental And Control Pretest Means

	Experimental Group			Control Group			
	N	Mean	S.D.	N	Mean	S.D.	t
Teachers' MTAI Percentile Scores							
Grades 1 - 3	15	32.60	20.77	12	31.08	21.93	.18
Grades 4 - 6	34	33.85	27.37	28	36.61	29.76	-.36(1)
Grades 7 -12	36	57.42	26.79	27	44.78	22.61	2.03*
Students' Smiles Scores (Total Possible Score=10)							
Grades 1 - 3	15(2)	6.50	1.45	12	5.84	1.10	1.25
Grades 4 - 6	34	4.66	1.12	28	5.24	1.30	-1.81
Students SOQ Scores (Total Possible Score = 45)							
Grades 7 - 12	36	30.85	5.40	27	30.30	4.79	.43

*Significant at .05 level

(1) A negative t value indicates that the Control Group mean was higher than the Experimental Group mean.

(2) The proper unit of measurement for determining degrees of freedom is the class and not the individual student. Each class had approximately 30 students.

Table 2 presents the results of the analysis of the relationship between control groups on the pretests and the posttests.* None of the difference was significant, indicating that the teachers and students in the control groups showed no systematic change during the interval when the experimental group received the workshop. Such a finding is important since it negates the argument that treatment effects (if any) may have been influenced by factors unrelated to the treatment itself. In the broad area which is the concern of this study, such a possibility is real. Assembly programs, pep-talks, other workshop experience, etc., could influence both groups. Without these control pre- and post-data, such artifacts would go undetected and a Type II error possibly committed (Churchman, 1948), i.e. accepting a hypothesis as true when it is actually false.

Table 3 presents the results of the crucial analysis between pre- and posttest results of the experimental groups. Naturally, it would be expected that <u>if</u> the workshop experience influenced attitudes of teachers and (subsequently) students and <u>if</u> these changes are capable of being reflected on the three tests, then a significant increase in scores between pre- and posttests would be found. This is not the case. Table 3 shows no such positive impact, and in one case, what appears to be a <u>negative</u> impact (student SOQ scores). In fact, in four out of the six comparisons, the direction of change is negative. Given the results presented in Tables 1 and 2 above, one must conclude that at this gross level (i.e. looking only at grade level differences) the effect of the workshop is not reflected in the MTAI, the Smile or the SOQ tests. However, this is the most difficult "test" of the concept of impact since it "expects" that a very general and overall positive impact was produced by the workshops. Such an expectation was considered to be worthy of investigation but also to be unlikely of attainment.

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*Since, as noted, follow-up data were missing in many cases for both experimental and control groups, and those follow-up data that were obtained tended to correlate highly with posttest data, it was decided to use only posttest findings. In the few cases where follow-up tests were completed but not the posttest, the follow-up scores were used as posttest scores.

TABLE 2

Correlated t Tests of Differences Between Control Pre- And Posttest Means

	N	Pretest		Posttest		t_{cor}
		Mean	S.D.	Mean	S.D.	
Teachers' MTAI Percentile Scores						
Grades 1 - 3	12	31.08	21.93	34.83	22.09	1.17
Grades 4 - 6	28	36.61	29.76	28.71	27.36	-2.04 (1)
Grades 7 -12	27	44.78	22.61	44.07	25.13	- .31
Students' Smile Scores (Total Possible Score=10)						
Grades 1 - 3	12	5.84	1.10	5.91	1.60	.23
Grades 4 - 6	28	5.24	1.30	5.16	1.20	- .36
Students' SOQ Scores (Total Possible Score=45)						
Grades 7 -12	27	30.30	4.79	29.74	5.82	- .95

(1) A negative t_{cor} value indicates that the Posttest Mean Score was lower than the Pretest Mean Score.

TABLE 3

Correlated t Tests of Differences Between Experimental Pre- and Posttest Means

	N	Pretest		Posttest		t_{cor}
		Mean	S.D.	Mean	S.D.	
Teachers' MTAI Percentile Scores						
Grades 1 - 3	15	32.60	20.77	38.80	27.38	2.07
Grades 4 - 6	34	33.85	27.37	30.85	26.84	-1.15(1)
Grades 7 -12	36	57.42	26.79	61.50	26.11	1.88
Students' Smile Scores (Total Possible Score=10)						
Grades 1 - 3	15	6.50	1.45	6.43	1.51	- .41
Grades 4 - 6	34	4.66	1.12	4.57	1.02	- .56
Students' SOQ Scores (Total Possible Score=45)						
Grades 7 -12	36	30.85	5.40	29.12	6.00	-3.53*

(1) A negative t_{cor} value indicates that the Posttest Mean Score was lower than the Pretest Mean Score.

*Significant at .01 level.

Table 4 provides an opportunity to test the concept of impact not as a positive movement between pre- and posttest, but as a difference phenomenon between experimental and control on the posttest. Since, with one exception (MTAI, Grades 7 - 12) the two groups were the same on the pretest, one can interpret a significant difference favoring the experimental group as "impact" even if the overall direction of change is negative. Since it has already been demonstrated in Table 2 that the control group did not change significantly, and in Table 3 that pre- and post- impact was negligible, one would not expect a difference hypothesis to be supported. As Table 4 shows, such is the result in all cases but one, and that is the 7 - 12 MTAI teacher scores. (The other sig. t is in the wrong direction, the control students scoring higher than the experimental.) This bright spot in the findings is dimmed to some extent by the fact that the pretest score of the control group in grades 7 - 12 is lower than the experimental group. Thus, this finding of significance must be attenuated by that amount to avoid giving the experimental group an "unfair advantage." However, even when this is done, the difference remains significant but at a lower level of confidence (.05).

Based on this table (4), it is possible to support a statement to the effect that high school teachers, who already score relatively high on the MTAI on the pretest, realize a small relative gain when compared to their control counterparts, even though the absolute gain is not significant (Table 3). In fairness, however, it must also be noted that their students (i.e. grades 7 - 12) showed an absolute loss on the SOQ test. Whatever the positive impact the One To Grow On film/discussion experience might have had on the teachers as a whole, it was not (apparently) shared with their students, as a whole.

One can only say in summarizing these data that robust and consistent effects of any kind are absent and one would not want to claim broad and across the board results for the film/workshop experience. It remains to explore some of the more specific and, it is felt, interesting relationships that the data suggest in the following analyses.

TABLE 4

t Tests of Differences Between Experimental and Control Posttest Means

	Experimental Group			Control Group			
	N	Mean	S.D.	N	Mean	S.D.	t
Teachers' MTAI Percentile Scores							
Grades 1 - 3	15	38.80	27.38	12	34.83	22.09	.39
Grades 4 - 6	34	30.85	26.84	28	28.71	27.36	.29
Grades 7 -12	36	61.50	26.11	27	44.07	25.13	2.72*
Students' Smile Scores (Total Possible Score=10)							
Grades 1 - 3	15	6.43	1.51	12	5.91	1.60	.84
Grades 4 - 6	34	4.57	1.02	28	5.16	1.10	-2.11**(1)
Students' SOQ Scores (Total Possible Score=45)							
Grades 7 -12	36	29.12	6.00	27	29.74	5.82	-.42

(1) A negative t value indicates that the Control Group mean was higher than the Experimental Group mean.

*significant at .01 level

**significant at .05 level

Several analyses were done on the basis of a division of teachers into three categories: (1) high gain, (2) middle, and (3) high loss. The criterion for these assignments was as follows:

(1) High gain teachers were those who showed a gain of 10 points or more on the percentile scale of the MTAI between the pre and posttest.

(2) Middle teachers were those who had a gain or loss of less than 10 points on the percentile scale of the MTAI between the pre and posttest.

(3) High loss teachers were those who had a loss of 10 points or more on the percentile scale of the MTAI between the pre and posttest.*

Several expectations would be relevant to this analysis. One is that there would be more experimental than control teachers in the high gain group. Table 5 shows this to be the case. A higher percentage of experimental teachers than control teachers are in the high gain group and a lower percentage in the high loss group. However, it is also worthy of note

TABLE 5

Number of Experimental and Control Teachers
in High Gain, Middle and High Loss Groups on MTAI Test

	Experimental		Control	
	N	%	N	%
High Gain	21	24.7	13	19.4
Middle	49	57.6	34	50.7
High Loss	15	17.6	20	29.9
Total	85	99.9	67	100.0

that so many control teachers show a high gain and, conversely, so many experimental teachers that show a high loss. In fact, the distribution of high gains and losses in the experimental groups points to the highly

*In no cases were "ceiling" or "floor" effects a problem. In none of the analyses given here were any of the groups restricted in their possible range, thus atenuating possible gain or loss scores.

individualized impact of the program. It also helps to "explain" the general lack of significant differences in the previous comparisons and the high S.D.s found for the MTAI.

Using the same rationale but adding other dimensions to the analysis shows the relationship between gain and other study parameters. Table 6 includes site location in the gain/experimental/control comparison. From

TABLE 6

Relationship Between Site and Gain Scores on MTAI Test

	Site 1				Site 2			
	Experimental		Control		Experimental		Control	
	N	%	N	%	N	%	N	%
High Gain	16	22.5	13	22.0	5	35.7	0	0.0
Middle	42	59.2	28	47.5	7	50.0	6	75.0
High Loss	13	18.3	18	30.5	2	14.3	2	25.0
Total	71	100.0	59	100.0	14	100.0	8	100.0

these data one can see that Site 2 (R.I.) appears to show results that are more consistent with the expectation of the study. That is, the control group is not represented at all in the high gain group and the experimental group is fairly well represented, although it is still the case that most experimental teachers are in the middle group. Site 1 (Pittsburgh) has essentially the same characteristics as the total sample as presented in the previous table. These data are best interpreted in light of the urban, suburban, rural data presented below. Site 2 was all urban and Site 1 a mixture of the 3. Urban schools were the group most "influenced" by the workshop program.

Table 7 allows one to examine the influence of the school setting on the results. The interesting trend here is the generally higher impact of the program on the urban school teachers, with suburban and rural being lower. These results are consistent with the comments made by many of the participants. All of the films, but especially the three problem-oriented films, are urban in setting and flavor. Sarah and Lindsay are particularly "urban," not only in setting but in content (drugs and abortion). A basic principle in the area of levels of involvement in attitude change messages

is that people tend to react most to those things with which they are familiar and with which they can identify. Rural schools in particular did not tend to identify with such concerns as drugs, discipline problems and abortion.

TABLE 7

Relationship Between School Setting And Gain Scores on MTAI Test

	Urban				Suburban				Rural			
	Experimental		Control		Experimental		Control		Experimental		Control	
	N	%	N	%	N	%	N	%	N	%	N	%
High Gain	6	31.6	2	20.0	11	23.9	6	15.4	4	25.0	5	27.8
Middle	11	57.9	7	70.0	27	58.7	23	59.0	11	55.0	4	22.2
High Loss	2	10.5	1	10.0	8	17.4	10	25.6	5	20.0	9	50.0
Total	19	100.0	10	100.0	46	100.0	39	100.0	20	100.0	18	100.0

Findings related to this general area will be covered in more detail in the subsequent portion of this Results section where interview results are given.

Table 8 compares the 4 grade levels included in the study. Other than the unexplained relative absence of high gain teachers in the 4 - 6 grade level, and the large number of high gain control teachers in the 1 - 3 grade level, no anomalies appear in these results. If one wanted to select the group most likely to be influenced by the film (as measured by the MTAI), one would select the high school setting. However, Table 8 shows that all grade levels are capable of being influenced by these materials.

Table 9 presents the results of the comparison between male and female teachers. Even though the number of male teachers in the total sample was considerably less than the number of female teachers, the contrast between the two is rather striking. Since males were distributed rather evenly over all the other dimensions, this is not an artifact of the data.

Table 10 compares the experience level of the teachers with MTAI gain/loss scores. ("Experienced" was defined as more than two years of active teaching in the public schools.) One could interpret the results in several ways. Do experienced teachers react more favorably because they have been removed from new ideas and are looking for ways of modifying their approach to teaching? Are they more aware of the problems and thus more eager to explore new avenues? These are questions that the data per se cannot answer. Some light is shed on those issues, however, by the results of the interview data discussed below.

TABLE 8

Relationship Between Grade Level And Gain Scores On MTAI Test

	Grades 1-3				Grades 4-6				Grades 7-9				Grades 10-12			
	Experimental		Control		Experimental		Control		Experimental		Control		Experimental		Control	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
High Gain	5	33.3	5	41.7	4	11.8	4	14.3	7	29.2	3	16.7	5	41.7	1	11.1
Middle	10	66.7	6	50.0	20	58.8	13	46.4	13	54.2	9	50.0	6	50.0	5	55.7
High Loss	0	0.0	1	8.3	10	29.4	11	39.3	4	16.7	6	33.3	1	8.3	2	22.2
Total	15	100.0	12	100.0	34	100.0	23	100.0	24	100.0	18	100.0	12	100.0	9	100.0

TABLE 9

Relationship Between Sex And Gain Scores On MTAI Test

	Male				Female			
	Experimental		Control		Experimental		Control	
	N	%	N	%	N	%	N	%
High Gain	2	8.3	3	14.3	19	31.1	10	21.7
Middle	15	62.5	10	47.6	34	55.7	24	52.2
High Loss	7	29.2	8	38.1	8	13.1	12	26.1
Total	24	100.0	21	100.0	61	99.9	46	100.0

TABLE 10

Relationship Between Teachers Experience And Gain Scores On MTAI Test

	Experienced Teachers				Inexperienced Teachers			
	Experimental		Control		Experimental		Control	
	N	%	N	%	N	%	N	%
High Gain	17	26.6	10	23.3	4	19.0	3	12.5
Middle	35	54.7	19	44.2	14	66.7	15	62.5
High Loss	12	18.8	14	32.6	3	14.3	6	25.0
Total	64	100.1	43	100.1	21	100.0	24	100.0

To summarize the above results, one can see the following pattern emerge:

1. The program does have some impact on teachers as measured by the MTAI, but it is far from general. In fact, only 25% of the experimental teachers showed an appreciable gain in scores. The majority did not change (58%) and a number actually dropped (18%).
2. All schools show impact, but especially teachers in the urban schools.
3. Similarly, teachers of all grade levels can benefit, but especially high school teachers.
4. Male teachers are generally less influenced by the program than female teachers.
5. Experienced teachers tend to be more receptive than inexperienced.

The next analysis looks at the second level of impact on students in terms of the high gain/no gain/ high loss schema. One would expect the greatest change in student test scores from those teachers who were most "influenced" by the workshop. Two separate tables are presented to explore this expectation, one (Table 11) for the 1 - 6 grades (the Smiles test) and one (Table 12) for the 7 - 12 grades (the SOQ test). The tables show the number of significant ts, positive and negative, for the control and experimental groups of students for each test.

TABLE 11

Number of Significant ts For Elementary Students
Of High Gain, Middle And High Loss
Experimental And Control Teachers

	Experimental			Control		
	N	Sig. Pos. ts	Sig. Neg. ts	N	Sig. Pos. ts	Sig. Neg. ts
High Gain Teachers	9	0	1	9	1	1
Middle Teachers	30	2	1	19	2	1
High Loss Teachers	10	1	1	12	1	1

TABLE 12

Number of Significant ts For High School Students
Of High Gain, Middle And High Loss
Experimental And Control Teachers

	Experimental			Control		
	N	Sig. Pos. ts	Sig. Neg. ts	N	Sig. Pos. ts	Sig. Neg. ts
High Gain Teachers	12	0	3	4	0	0
Middle Teachers	19	0	3	15	0	1
High Loss Teachers	5	0	1	8	0	1

The above results are discouraging to say the least. First, few positive shifts in students' scores occurred in any of the grades and none at the high school level (despite a higher teacher "impact" at that level). The three significant gains that did occur in student attitude were not in the high gain teacher group, but in the middle and high loss groups. In fact, high gain experimental teachers accounted for 4 of the 10 significant drops in student attitude. And finally, the control group students as a whole did a little better than the experimental students. In short, this analysis of the relationship between teacher impact and student impact fails to reveal such a relationship on a group basis.

To check this finding, a correlation was computed between all teacher MTAI scores and student scores. Table 13 shows the results. With one exception (pretest, Grades 1 - 3) there is little congruence between the two either on the pre- or the posttests. In short, one would not want to predict how students would score on a measure of attitude toward their teacher on the basis of the teacher's score on a measure of his attitudes toward his students. Hopefully, the workshop experience might have brought these two measures into alignment, but, as a group, this was not the case.

As a final analysis of the data, the high gain teachers and high loss teachers were looked at in terms of their interview results. As noted in the introduction to this section, one would expect those teachers who showed a high gain on MTAI to verbally report that they were actively going to pursue some aspect of the humanistic approach in their classroom. (And, of course, the opposite could be true for high loss teachers.)

TABLE 13

Correlations Between Teachers' MTAI Percentile Scores And Class Scores

	Experimental		Control	
Grades	Pretests	Posttests	Pretests	Posttests
1 - 3 (Smile Scores)	.57*	.43	.02	.25
N	15		12	
4 - 6 (Smile Scores)	.03	-.01	-.21	.14
N	34		28	
7 -12 (SOQ Scores)	.17	.15	.29	.28
N	36		27	

* significant at .05 level

The results are not consistent with this expectation. Just as many "positive" interviews were found in the high loss group as in the high gain group. Apparently, the two instruments are tapping a different aspect of behavior.

The above section of the report looks at the statistical findings of the tests administered and finds relatively little to support the use of the "One To Grow On" film/discussion program in terms of impact Levels II, III or IV (teacher attitude, teacher behavior, student attitude). Earlier comments about the personal and individual nature of the experience should, however, be noted again. Also, the expectation that a short exposure to a change agent can have a general and measurable impact on a group of people is ambitious at best. And third, such impact, even if it exists, is extremely difficult to measure.

A more "clinical" look at the possible Level I impact of the program on a more personal and self-report basis is presented in the next section.

Results of Analysis of Interview Schedules For Teachers

A total of 87 experimental teachers either were interviewed by the Project Director or completed the interview forms themselves. (A copy of the schedule is contained in Appendix D.) These teachers are not in all cases the same teachers whose MTAI data and class scores were analyzed statistically. A few teachers who had complete pre- and post-MTAI data did not complete the questionnaire; conversely, some teachers who did not have complete test data did complete the questionnaire. However, for the most part, these two groups are made up of the same teachers. The distribution of the teachers who completed the interview schedule is shown by grade below:

	N	Percent
Elementary (Grades 1 - 6)	48	55.2
Intermediate (Grades 7 - 9)	20	23.0
High School (Grades 10 - 12)	19	21.8
Total	87	100.0

Probably because of time pressures, some teachers who were not interviewed directly did not answer every item on the form. Often these teachers simply wrote down some general comments. Although an analysis of each item on the interview form was carried out, the following discussion is based partly on clusters of items that are closely related. This will permit a more accurate interpretation of the feelings and attitudes of teachers in responding to this film/discussion experience.

Items 2 and 3 in the interview schedule represent a cluster around the important notion of basic acceptance or rejection on the part of the teacher of the essential intent behind the "One To Grow On" experience, i.e. that it is a useful tool for initiating constructive change in the classroom. Item 2 requested the teachers to list things they particularly liked and disliked about the workshop, and Item 3 asked if they would recommend the film series to other teachers. The results of this combined analysis are shown below, translated into a "general acceptance," "general rejection" dichotomy. Note that the total number of teachers in this analysis is 68. This indicates

that 19 teachers either did not respond to these questions or their responses could not be categorized. In this table, as in others presented in this section, "E" indicates elementary teacher, "I" indicates intermediate teachers, and "H" indicates high school teachers.

	E	I	H	Total
General Acceptance	68.4%	66.7%	75.0%	69.1%
General Rejection	31.6	33.3	25.0	30.9
	100.0	100.0	100.0	100.0
N	38	18	12	68

In every category, at least 2/3 of the teachers accepted the workshop experience and at the high school level this figure reaches 3/4. Given the wide variety of situations in which these materials were used, the lack of training and experience on the part of some discussion leaders, and the highly individualistic appeal of these materials, these data are a strong positive statement supporting the general acceptance of the series. Going back to the attitude change model discussed earlier, these results would indicate that the overall message was received and accepted by a much larger percentage of teachers in the study sample than is typically the case in similar efforts. The pattern noted earlier in the "hard" data with respect to the greater impact at the high school level is repeated here, lending support to this finding.

Another cluster analysis, based primarily on the responses to Items 1 and 9 in the Interview Schedule, indicates which of the concepts discussed in their workshops the teachers have already applied, are planning to apply, or are thinking of applying as a result of the workshop experience. The concepts and the number, and, where appropriate, percentages of teachers in each grade category who mentioned them are shown below:

1. Seeing students as individuals:

	N	Percent
E	25	52.1
I	8	40.0
H	12	63.2
Total	45	51.7

2. Trying to individualize instruction:

	N	Percent
E	10	20.8
I	7	35.0
H	2	10.5
Total	19	21.8

3. Peer tutoring:

	N	Percent
E	11	22.9
I	5	25.0
Total	16	24.0

4. Class meetings (Based on "Teacher in Reflection")

	N	Percent
E	8	-
I	1	-

5. Role-playing activities:

Six (6) elementary teachers said they had earlier used role-playing activities in their classrooms but were encouraged to try again.

6. Mini-courses:

Two (2) elementary teachers and one (1) intermediate teacher indicated that they hoped to apply the mini-course concept.

As the above analysis indicates, the greatest single impact the workshop series seemed to have, based on self-report data, was to get some of the teachers to begin to see their students as individuals. Over half of all the teachers mentioned this concept and 63% of the high school teachers said they were more aware of individual students' personalities and problems as a result of the workshop experience.

Actual responses made by many teachers to these two items on the Teacher Interview Schedule are quoted below.

Positive General Comments

- The films helped me to see school through the child's eyes and this has enabled me to relate better to my students.
- The films give an added insight to various problems, besides school, that the children face. (2)
- The idea of getting the pupil's attention by using something which interests him is not new to me. However, it was during the course of the workshops that I was inspired anew to use this technique. There was a high level of interest about karate in many of my classes and so I brought in the May issue of Ebony, Jr. which featured a story about a young karate star. And I got their attention much more easily than usual. (Reading teacher)
- Films showed how teachers can forget about individuals.
- Gave new outlook of what is involved in today's children's lives.
- Showed how home life is involved in relation to school.
- Will try to interpret actions of students on a deeper level; will open dialogue about specific students early in the year instead of late in the quarter.
- I am now aware of what I do wrong.

Positive Specific Comments

- Class seems to be a more cohesive group, much more open to communication and discussions, both individually and as a group. (Elementary teacher using role-playing activities and trying to see students as individuals.)
- Answering questions by pupils dealing with areas other than school-related problems.
- I tried to improve on different methods of presenting subject material and children seemed more interested.
- I attempted to motivate the students to achieve better results academically, using a reward system. The results were mixed.
- Plan to implement in the classroom more decision-making activities.
- I try harder to identify with students' needs and grant variations to assigned work or methods of testing. I have also used more appropriate language in dealing with teacher-student relationships, i.e. use the language of teenagers.

Negative General Comments

- Some concepts I was already implementing and others I did not wish to implement.
- Your films are insults to our profession and ability. Most teachers know more about the students than you think. The films presented no new techniques or problems.

The remaining items on the Teacher Interview Schedule are analyzed separately.

2. *List the things you particularly liked and disliked about any of the following aspects of the "One To Grow On" workshop experience:*

The Films
The Discussion Sessions
The Discussion Leader

"Liked H only" indicates that the teachers liked only the three films, Sarah, Lindsay, and A Pretty Good Class For A Monday, which depict high school situations. "Liked E only" indicates that the teachers liked only the three films, Individuals, Reflections and Learning Strategies, which depict elementary school situations.

	E	I	H	Total
Liked whole series	66.7%	50.0%	76.5%	65.1%
Liked H only	--	16.7	17.6	7.2
Liked E only	8.3	11.1	--	7.2
Did not like series	25.0	22.2	5.9	20.5
N	48	18	17	83

The number and percentage of teachers who specifically mentioned the poor technical quality of the fiims is shown below. Inspection of these results by individual school suggests that some schools may have received copies of the films that were poorly reproduced.

	N	Percent of Respondents
E	21	43.8
I	4	20.0
H	1	5.3
Total	26	29.9

Positive comments about the films, the Discussion Sessions and the Discussion Leader:

- Films showed interesting situations.
- I liked the way the films ended, with the end left to our imagination as to what might have followed. (This same teacher would not recommend the film series, because the concepts were not new to him nor, he thought, to his fellow teachers.)
- The broad scope covered by the films.
- The films can stimulate thoughts in regard to different learning approaches.

- Elementary films not as relevant, but discussions were good. Do not omit elementary films from series, but give high school films first. (High school teacher)
- Exchange of ideas good; tried ideas of others.
- Discussion sessions were helpful. We exchanged ideas about what we thought was happening re the films. We discussed what we would do in similar circumstances.
- Even if viewers don't care for newer ideas, the film may arouse new ideas within discussion group.
- Sarah created the best discussion session. Everyone participated enthusiastically, and we were able to relate many of the problems brought out in this secondary-based film to our elementary classroom situation.
- The Discussion Leader did a very good job. She asked good questions and encouraged us to express our thoughts and ideas about the films and what we would like to change in our own classrooms.

Negative Comments

- Disliked spending my valuable time watching, listening, and discussing elementary situations for six hours. (Three high school teachers and one intermediate teacher made this or a similar comment.)
- Films concerned either very young or high school students. What about junior high? (Four [20%] of the intermediate teachers made this or a similar comment.)
- High school films not relevant to elementary school teachers. (Thirteen [27%] of the elementary teachers made this or a similar comment.)
- Do not think the films were realistic to elementary school life.
- The inner city schools were not represented.
- The concepts weren't fully developed; appeared to cover only 1/2 of an idea.

- These films in general didn't seem to come to any final conclusions, so that you could apply these to a general classroom. They left most conclusions to the individual.
- Discussion sessions were far too long; same thing repeated over and over. Some of the questions were inane.
- I thought our discussions were somewhat repetitious in that the same things kept being discussed.
- Time did not allow for proper discussion.
- More information should have been given in the guide.
- Discussion sessions were too vague to be formulated into action.

3. *Would you recommend this film series to other teachers?*

	E	I	H	Total
Yes	75.0%	68.4%	82.4%	75.0%
No	25.0%	31.6%	17.6%	25.0%
N	48	19	17	84

Note: Five of the twelve elementary teachers and four of the six intermediate teachers who would not recommend the film series would do so because they already were applying the concepts or ideas presented.

Positive Comments

- I realize from the group I was in, a lot of teachers need the film series.
- It makes us more aware of the children's problems.
- Because of the potential for self-awareness and growth.
- Shows new insight into adolescent behavior.
- Teacher reactions are always helpful.
- Much to be learned from watching conflict situations.

- We desperately need to talk to each other and share ideas. I firmly believe relaxed and highly motivated teachers make better educated children. (Four elementary and one high school teacher made this or a similar comment.)

Negative Comments

- I would recommend the discussions, but the films did not make any impression on my group other than being a catalyst for group interaction. Any films would work.
- This series of films would help only a few teachers.
- Film series is difficult to schedule; should be open to whole faculty.

4. *Rank the Films/Discussions in the order in which you found them to be directly relevant to your classroom situation.*

Table 14 on the next page shows the percentage of ranks of "one" given to each film. It also shows the percentage of ranks of first or second for each film. When looking at these data, it should be remembered that Sarah, Lindsay, and A Pretty Good Class For A Monday were filmed in high school settings, while Individuals, Reflections, and Learning Strategies were "set" in elementary classrooms.

From the table, it is obvious that none of the high school teachers found any of the elementary films worthy of a first or second ranking. However, the elementary and intermediate teachers found both types of films of interest to them. The high school teachers ranked "Sarah" first, while the elementary and intermediate teachers ranked "Individuals" first. When the first and second rankings were combined, "Sarah" again received the best rating by the high school teachers, as did "Individuals" by the elementary and intermediate teachers. Reflections is consistently low for all groups.

Eight teachers, five elementary and three high school, did not rank the films. The three high school teachers gave no reason. Three of the elementary teachers said they couldn't remember the films, one said the films were not relevant to the classroom situation, and one said the films were a waste of time because the concepts have been in practice for many years. This latter teacher, however, would recommend the film series for beginning teachers.

TABLE 14

Percentage of First or Second Rankings For Each Film

	ELEMENTARY		INTERMEDIATE		HIGH SCHOOL		TOTAL	
	Percent of First Rankings	Percent of First or Second Rankings	Percent of First Rankings	Percent of First or Second Rankings	Percent of First Rankings	Percent of First or Second Rankings	Percent of First Rankings	Percent of First or Second Rankings
Saran	18.6%	14.0%	25.0%	17.5%	43.8%	37.5%	25.3%	19.6%
Lindsay	11.6	14.0	5.0	10.0	37.5	34.4	15.2	17.1
A Pretty Good Class For A Monday	20.9	20.9	20.0	25.0	18.8	28.1	20.3	23.4
Subtotal	51.1	48.9	50.0	52.5	100.1	100.0	60.8	60.1
Individuals	23.3	22.1	30.0	32.5	--	--	20.3	20.3
Reflections	16.3	12.8	--	2.5	--	--	8.9	7.6
Learning Strategies	9.3	16.3	20.0	12.5	--	--	10.1	12.0
Subtotal	48.9	51.2	50.0	47.5	00.0	00.0	39.3	39.9
Total	100.0	100.1	100.0	100.0	100.1	100.0	100.1	100.0
N	43	86*	20	40	16	32	79	158

*Only 43 elementary teachers could rank a given film as first choice, so percent of rankings is based on total of 43; however, each teacher could rank one film as first and another as second so percent of rankings is based on total of 86. This same logic applied to the remainder of the table and to the film rankings of Discussion Leaders.

Selected Comments Made In Support Of The Ranking Of The Films

- Reflections--I would like to see myself in a film for a day, because it would help iron out some situations I encounter with children that I know I may not be handling as well as I could.
- Perhaps I was more drawn to the first three (Sarah, Lindsay, and Individuals) because of their open-endedness. I was better able to perceive the character's role in relation to my own.
- Lindsay was too short and did not have enough structure--too open-ended.
- A Pretty Good Class For A Monday was too stereotyped and artificial.
- I ranked Reflections first because it was most relevant to my classroom. However, I disliked this film and liked Sarah best.
- This movie (Individuals) stressed grouping and moving in groups because of achievement. We feel we lack material to supplement our programs. Some of the 5th and 6th (grade) teachers need to give more individual help and guidance.
- I ranked Lindsay first, because many 6th graders are having a greater number of socially-oriented experiences and problems. My present class is unusually "romantically-inclined."
- Learning Strategies showed a way to reorganize the classroom.

5. *Have you, at any time, participated in a similar workshop where films in the area of mental health in the classroom were used?*
6. *If so, which film was most relevant to your classroom situation ("One To Grow On" or other films)?*

Surprisingly, only two elementary teachers had ever participated in a similar workshop. One of these teachers did not remember the name of the film, but the goals were to try to change the attitudes of students through behavior modification. The "One To Grow On" films were more relevant to his classroom situation he felt, because of the variety of "new ideas" contained in them. The other teacher mentioned that the films he had seen concerned "sensitivity recognition of different nationalities." No comparison was made.

7. *Give reasons for your answer to #6. (Covered above)*

8. *Have you had any courses in mental health or child psychology?*

The data below shows the number and percent of teachers in each grade category who reported they had had courses in mental health or child psychology.

	N	Percent of Respondents
E	31	64.6
I	14	70.0
H	12	63.2

Some of these teachers were ones who mentioned they had been applying the principles of the "One To Grow On" workshops before participating in the workshop. Eight of the 31 elementary teachers, (26%), 5 of the 14 intermediate teachers, (36%), and 4 of the 12 high school teachers, (33%) made this comment.

In addition, three elementary and two intermediate teachers who had had no courses in mental health or child psychology said they had been applying the principles of the "One To Grow On" series prior to the workshops.

Finally, several teachers wrote general comments at the end of the Interview Schedule. These are reported below.

- Would like to have known the specific objective or hypothesis of this study. More detailed knowledge as to what specific areas to be improved upon or not improved upon as to the attitudes of teachers and their effects in children would no doubt have brought about a more fruitful workshop.
- Survey (Interview Schedule) too far removed from films: Film is an immediate media which should be evaluated and discussed immediately.
- Discussion Leader should have been given more information to guide the discussions.
- If I had a bad day and the posttest (MTAI) was given the next day, results would be affected.

- I used to be miserable between 3:00 and 4:00 P.M. and then take my problems home. I'm not so miserable now. And my husband noticed the difference.

The last comment introduces a new "target audience" that was not included in the study as a potential impact area--*husbands*.

Results of Analysis of Discussion Leader Report Forms

There was a total of 20 Discussion Leaders who conducted workshops for the experimental sample of teachers. Each Discussion Leader (DL) had from five to eight teachers in his group. There were 11 DLs for the elementary teachers, (two of the nine elementary schools had two DLs), five DLs for the intermediate teachers (one of these schools had two DLs) and four DLs for the high school teachers (one of the three high schools had two DLs). Some of the DLs had special training, while others were chosen from the group of teachers volunteering for the evaluation study. The provision of training and the quality of the discussion session did not seem to be related in any way. The curriculum director of one intermediate school was a DL and a guidance counselor of one high school served as a DL.

Each DL was asked to complete the Discussion Leader Report Form (Appendix C) upon completion of each of the six workshop sessions. As with the Teacher Interview Schedules, not all DLs completed all Report Forms, due partly to the fact that the workshops were conducted fairly late in the school year and time pressures were becoming critical. In fact, one high school DL completed no report forms, but indicated in a telephone conversation that he and his teachers were very excited about the workshop series. He also recommended that each film be shown twice, once at the end of a session, then reshown and discussed in the following week's session, and so on. He also indicated he would like to spend more time on the high school films and plans to have an expanded program next year.

Before discussing the remaining DL report forms, it should be noted that teachers in all schools did not see the films in the same sequence. The sequence in which they saw them depended upon the availability of the films; in several school districts, the films were passed around from school to school because only a limited number of sets could be obtained during the period of the study.

Item 7 in the questionnaire is discussed first. In this item, the DLs were asked to "rank the effectiveness of these films in generating relevant discussions." These rankings were taken from the last report form each DL filled out, that is, after all six workshops had been completed.

Table 15 below is based on 14 DLs who ranked all 6 films.

TABLE 15

Ranking Of One To Grow On Films
by Discussion Leaders

Film	Percent of First Rankings	Percent of First or Second Rankings
Sarah	28.6	28.6
Lindsay	28.6	28.6
A Pretty Good Class For A Monday	21.4	14.3
Sub Total	78.6	71.5
Individuals	7.1	10.7
Reflections	7.1	10.7
Learning Strategies	7.1	7.1
Sub Total	21.3	28.5
TOTAL	99.9	100.0
N	14	28

The table shows that Sarah and Lindsay were the two films ranked first or first and second most often. In fact, they were considered to be equally effective in generating relevant discussions. As was the case with teacher rankings, the lower grade level films were given consistently lower scores. However, every film received a rank of "1" by at least one DL.

Each item on the DLs report forms was analyzed by film, in the order in which the films were ranked by the DLs. The three rating items will be shown first. The figures in each cell are expressed as percentages.

1. *What was the overall group reaction to this film?*

Film	Scale 1	2	3	4	5	Number of DLs Responding
	Negative				Positive	
Sarah	--	6%	33%	33%	28%	18
Lindsay	7%	7%	20%	33%	33%	15
A Pretty Good Class For A Monday	6%	6%	31%	38%	19%	16
Individuals	--	11%	26%	47%	16%	19
Reflections	7%	14%	50%	21%	7%	14
Learning Strategies	6%	38%	31%	6%	19%	16
	Depressing				Stimulating	
Sarah	--	22%	17%	33%	28%	18
Lindsay	--	20%	13%	27%	40%	15
A Pretty Good Class For A Monday	--	6%	38%	25%	31%	16
Individuals	--	5%	42%	42%	11%	19
Reflections	--	7%	64%	29%	--	14
Learning Strategies	--	31%	44%	6%	19%	16
	Experience was non-relevant				It was very relevant	
Sarah	--	6%	22%	28%	44%	18
Lindsay	--	13%	20%	33%	33%	15
A Pretty Good Class For A Monday	--	12%	19%	50%	19%	16
Individuals	--	11%	37%	32%	21%	19
Reflections	--	7%	57%	29%	7%	14
Learning Strategies	6%	25%	38%	6%	25%	16

2. *Did the discussion:*

(a) *Depend upon the discussion guide for substance?*

Film	Scale 1	2	3	4	5	Number of DLs Responding
	Not at all				Totally	
Sarah	17%	33%	39%	6%	--	18
Lindsay	33%	27%	27%	7%	7%	15
A Pretty Good Class For A Monday	19%	50%	31%	--	--	16
Individuals	5%	58%	21%	11%	5%	19
Reflections	14%	43%	29%	14%	--	14
Learning Strategies	38%	25%	12%	25%	--	16

(b) *Draw upon film content for substance?*

Sarah	--	6%	56%	33%	6%	18
Lindsay	--	27%	40%	13%	20%	15
A Pretty Good Class For A Monday	--	12%	31%	50%	6%	16
Individuals	--	21%	21%	47%	11%	19
Reflections	7%	29%	36%	29%	--	14
Learning Strategies	12%	38%	25%	19%	6%	16

(c) *Relate to conflict areas in the teachers' classrooms?*

Sarah	11%	11%	33%	44%	--	18
Lindsay	--	27%	20%	47%	7%	15
A Pretty Good Class For A Monday	6%	19%	19%	50%	6%	16
Individuals	--	11%	42%	42%	5%	19
Reflections	--	29%	21%	50%	--	14
Learning Strategies	20%	20%	27%	27%	7%	15

(d) *Focus on ways to apply film concepts in the classroom?*

Film	Scale 1	2	3	4	5	Number of DLs Responding
	Not at all				Totally	
Sarah	22%	11%	33%	22%	11%	18
Lindsay	13%	20%	27%	40%	--	15
A Pretty Good Class For A Monday	12%	25%	25%	31%	6%	16
Individuals	5%	21%	47%	21%	5%	19
Reflections	14%	7%	21%	57%	--	14
Learning Strategies	12%	12%	31%	31%	12%	16

6. *Rate the effectiveness of this film in generating discussion to actual classroom situations.*

	Not Effective				Very Effective	
Sarah	--	21%	21%	14%	43%	14
Lindsay	7%	13%	13%	47%	20%	15
A Pretty Good Class For A Monday	7%	13%	13%	40%	27%	15
Individuals	--	16%	26%	47%	11%	19
Reflections	8%	8%	31%	38%	15%	13
Learning Strategies	19%	12%	38%	12%	19%	16

To get an overall impression of the DL's reactions to the films, the responses to all 3 parts of item 1, 2 parts from item 2 and item 6 were combined. The assumption here is that the lower end of the scale for these items reflects a negative reaction, while the upper end shows a generally positive reaction to the films and discussions. In this analysis, each DL has a total of eight rankings which have been averaged for each film. Again, the figures are expressed as percentages of total rankings assigned to each film.

Film	Scale 1	2	3	4	5	Number of DLs Responding*
	Neg. Reaction				Pos. Reaction	
Sarah	6%	15%	32%	27%	19%	18
Lindsay	8%	19%	23%	31%	20%	15
A Pretty Good Class For A Monday	6%	18%	26%	35%	14%	16
Individuals	1%	19%	33%	36%	11%	19
Reflections	6%	18%	39%	33%	4%	14
Learning Strategies	15%	25%	30%	16%	13%	16

*Some DLs did not respond to every item; these non-responses were not included in the total responses when the percentages were computed.

As the above data show, the DL's reactions to the films were quite varied. However, a familiar pattern is reflected in these data. An average of 46% of the rankings (total of "4s" and "5s" on the scale) showed a positive reaction to Sarah, the first ranked film, and 21% (total of "1s" and "2s" on the scale) had a negative reaction. For the last ranked film, Learning Strategies, 40% (total of "1s" and "2s" on the scale) of the rankings were indicative of a negative reaction while 29% (total of "4s" and "5s" on the scale) a positive reaction. These results are very similar to those obtained from the Interview Schedule for Teachers.

Items 3 and 4 on the Discussion Leader Report have been analyzed together, because the DLs comments on both were very similar. Item 3 asked, "What was the major conclusion(s) reached by the group?" and Item 4 asked, "Who were the discussion leaders in your group and what was their major focus or point of view?" The detailed comments (or paraphrases of them) are presented in Appendix E so that those responsible for the materials can gain a clearer picture as to just what the specific reactions were to each film. Such detailed information may prove to be helpful, for example, in subsequent revisions of the Discussion Leader Guide.

Two points can be made from an examination of these comments. One, a number of negative comments were made in connection with Individuals and Reflection. This is supported, of course, in the teacher rankings of these films--particularly Reflection--reported on earlier. Secondly, the overall "flavor" of the discussion as reported by the DLs was very much film content bound rather than focused on teachers' problems in that school and what can be done about them. The DLs did not always seem to be able to get the groups off of "looking backward to the film" and onto "looking ahead to my own problems and ways of dealing with them."

5. *Did any teacher discuss a concrete plan of action for changing a classroom situation or a relationship with a pupil?*

The comments the Discussion Leaders wrote about this important item for each film are shown below. Little in the way of specific action plans were provided by most teachers. (They are indicated by *.) The rest are implied changes or recommendations without a stated commitment to carry them out.

Sarah (Item 5)	Number of DLs Making Comment
Bending of rules sometimes necessary	5
Did not apply to classroom situation here	2
Administrators should maintain contaot with students	1
Try to keep children from unhappy homes in summer school to provide help	1
Teacher now attempts individual help for five students*	1

Lindsay (Item 5)	
Students need to discuss values in non-judgmental setting	1
Try to understand students' environment	1
Need to gain confidence of student	1
Discussed student from reform school and how to handle him*	1
Deeper student/teacher relationship imperative	1
Need to be good listeners	1
Evening classes to counsel parents and students regarding communication problems*	1
Each student should have individual school counselor	1
Will watch for students with problems*	1
Discussed ways to establish rapport with students--home room best for rapport*	1
Discussed discipline problems--no solutions; discussion hasn't helped guilty ones improve*	1
Children manipulate teachers via games	1

A Pretty Good Class For A Monday (Item 5)

Too many teachers teach to the group, not to the individual	2
Enthusiastic teachers motivate students	1
Teachers need to use imagination to overcome curriculum dullness	1
Made me think of my class as individuals	1
Teach math in relation to motorcycles and teach social studies--laws regulating motorcycles and their relation to society*	1
Curriculum changes needed	1
Would challenge Chas. to show he was not superior	1
Individual attention to three students	1
All tried to know students more personally*	1

Individuals (Item 5)	Number of DLs Making Comment
Students in social studies pick area of interest and work on that for part of the year*	1
Program could not be implemented without aid and resources	1
Large classrooms could be handled via additional sections--team teaching	1
Need help with emotional problem children	1
Suggested use of student helpers	1
Discussed experiences	1
Suggested ways to increase self-direction	1
Will incorporate ideas with bright child*	1
Self-directiveness now being used*	1
No application suggested	1

A Teacher In Reflection (Item 5)

Class meeting applied*	4
Assumed more passive role*	2
Peer teams attempted*	1
Has been tried--nothing accomplished, junior high school level	1
Example of fighting class given	1
Suggested open forum faculty meeting*	1
Supports individual efforts of children	1
Suggested use of video*	1

Learning Strategies (Item 5)

Want to try tutoring system*	2
Plans to use mini-course*	2
Kids need greater say in what they study	1
Let kids work at their own pace	1
Teacher now using contract system*	1
Uses role play*	1
Plans to use stories for concept discussion*	1
Used guidance counselor to initiate tutoring*	1
Continue these discussions next year*	1
Already uses club plan	1
More teacher-student interaction is needed	1

Out of the total of 67 comments written in response to this critical question, 23 statements were recorded that could be constructed as indicating action had been taken or a commitment to take it was being made. This is disappointing in the context of the main purpose of the workshop experience, but is perhaps indicative of the very real problem the DLs had in moving the dialogue in more action-oriented directions. (It was not often possible to distinguish between inability to do this from lack of awareness that it should be done. The latter is a problem that the Discussion Guide might be able to deal with quite easily. The former could be helped by a few specific tips for the DL in terms of group direction techniques.)

Also, it should be noted that two of the films that generally received poor rankings by DLs and teachers generated by far the greatest number of specific action oriented plans and suggestions--Reflections (9 out of 11) and Strategies, (10 out of 13). As has been demonstrated repeatedly in educational research, what students/trainees <u>say</u> they like and what they <u>get the most from</u> are very often two different things! Perhaps <u>because</u> the three problem films are so "interesting" they actually distract the group from its main purpose (problem solving at home) and lead it on to other less threatening tasks (problem solving in someone else's home.)

Finally, Item 8 asked the DLs to make any additional comments about the discussion session or to record specific remarks made about each film by the teachers. The following were recorded:

<u>Sarah (Item 8)</u>	Number of DLs Making Comment
Not relevant to elementary school	3
Good discussion generated because of controversy	3
Principals do not trust teachers' judgment	1
Guidance counselors need training	1
Sound quality better than others	1
Good discussion on interpersonal relationships	1
Lack of trust on part of guidance counselor emphasized	1
Liked discussion of administrative problems	1
Teachers handicapped by lack of support from administration	1

Lindsay (Item 8)	Number of DLs Making Comment
Good discussion generated	3
High school teachers have too little time to get to know students and help with problems	2
Parents and Lindsay to blame--not teachers	1
Sound quality of film poor	1
Guidance counselor should be source of help, not teachers	1
Good concept presented	1

A Pretty Good Class For A Monday (Item 8)	
Sound quality poor	3
Film most closely related to classroom situation (elementary school)	3
Film concept difficult to define clearly--too fast paced	2
Teachers related film to their own classrooms	1
Not relevant to elementary school	1
Teachers were tired	1
Unassuming child probably most stable	1
Saw both strengths and weaknesses in all students	1
Docile student most liked in class--work at promoting his creativity	1

Individuals (Item 8)	
Sound was poor; background noise made it difficult to hear children	6
Great deal of planning and large staff required to implement this	2
Idea of contracts in teaching not new	1
Teachers are looking for a "how-to-do-it" film	1
Film created considerable informal discussion in teacher's room	1
Was not new program in film	1
Teachers asked the purpose of this discussion	1
Film relevant to most teachers in school	1
No application for high school teachers	1
Administrators must be included in in-service programs if changes are to be made	1
No change initiated by film	1

A Teacher In Reflection (Item 8)	
Not realistic classroom	3
Teacher not effective change-agent	1
Sound quality bad	1
Impressed by dynamics of management in film	1
Discussion prompted relating film content to personal problems	1
Vocational teachers are using group discussions; teachers of academic subjects feel individual approach is better	1
Not directly relevant for high school teachers	1

Learning Strategies (Item 8)	Number of DLs Making Comment
Film difficult to follow, poorly done	4
Audio very poor	3
Teachers turned off by film	2
Tried tutoring--it didn't work	1
Showed nothing new	1
Film not well organized	1
Film relevant to school setting	1
Discussed benefits of peer tutoring	1
Discussed philosophies of free learning and team teaching	1
Not enough material presented in film to evaluate strategies	1
Movies gave broad overview of teachers' problems	1

As expected, the DLs added an important element to the overall evaluation effort. They did, on the whole, a remarkable job under difficult circumstances, with often very little time for preparation. In fact, the ability of the untrained teachers selected to play the DL role to step in and facilitate their groups, while some of those receiving training were less facilitative, leads to the observation that formal training in group processes is not a requirement. Quite the contrary, it is believed that some of the gimmicks and "tricks of the trade" that are often taught to group leaders would be counterproductive in groups such as these, where teachers know one another and have many common concerns.

The DL training that <u>is</u> needed relates to the content and concepts contained in the series and how they can be <u>translated</u> and shown to be <u>relevant</u> to the group and their problems--even if the film settings (grade level) and contexts (milieu) are very different, and even if the concepts and techniques themselves are rejected by the group--as often happened with the three elementary based films.

One practical suggestion--and one also made by a DL--that could ameliorate this problem would be to show each film twice, once at the end of a session and again at the beginning of the next session. This would provide an opportunity to think about the film and about its relevance--particularly if the DL provided some thought questions that related the films to "our problems here in our own school." The resulting discussion should be less general, less film bound (much of it around what did or did not happen) and more focused on what the teacher can do within his own field of action possibilities.

The DL role is critical in moving the teacher from passive receptors (a role they are comfortable in) to active aggressors (a role they are generally not familiar with and tend to shy away from). The DLs did well in the study. With sharper focus in the Discussion Guide, they can do their job even more effectively, and thus significantly enhance the overall impact of the One To Grow On film series.

In summary of this section, one could be much more optimistic in interpreting the nature of the results obtained from the soft data than from the hard data. Going back to the Impact Level concept, one could say that the film/discussion experience did have an impact at Level I on the behavior of many teachers in the discussion sessions. While this is the least important level in terms of the overall objectives of the program, it is a non-trivial achievement in its own right.

CONCLUSIONS AND RECOMMENDATIONS

The study described in this report has examined in a meaningful and fairly comprehensive way the use and the impact of the One To Grow On film/discussion series. It explored a number of expectations that those who were responsible for and knowledgable about the goals and objectives of the series agreed were reasonable and/or possible of attainment. Every effort was made to be as rigorous as possible in the design of the study and in the collection and analysis of the data. However, the project staff has taken a position that the entire evaluation effort has several inherent limitations that should be constantly kept in mind so that unjustified conclusions are not made. These have been documented elsewhere in the report.

Given the above, it is fair to say, as a general conclusion, that the use of the One To Grow On films, considered within the parameters of this study, were a *qualified* success. That is to say, the series accomplished what one might most reasonably expect that it could accomplish--it served as a stimulus or catalyst for discussions around important issues relating to student/teacher interaction in the classroom. The central thrust of these discussions was directed at the notion that students at all grade levels should be viewed as and treated as *individuals*, with particular emotional needs, a unique homelife, special aptitudes, etc., with all of these characteristics combining to produce a one-of-a-kind person. The teachers in many cases seemed to be saying in their comments that they wanted to be able to do a better job of interacting with their students on the basis of this individual approach--both academically and personally.

These notions are at the core of the original conceptions around which the series was based, i.e. the humanistic/causal approach to human interaction. To the extent that teachers can truly implement these notions in their classrooms, they will be:

less punitive
less vindictive
less likely to respond only to the overt aspect of acting out behavior

less adversarial
less likely to use humiliation
more likely to listen to what their students say
less likely to command
more likely to allow variations in assignments and in the criteria for acceptable performance

This list could be extended almost indefinitely. The point is that all of these possible sequelae to the workshop experience are consistent with the goals and objectives of the series. A more refined expression of the above "qualified success" statement would thus be that *the series caused most participating teachers to start re-evaluating their own attitudes, and, at least at the verbal level, to consider moving in a direction that could be characterized as being more humanistic and causal in its approach to individual students.*

What did not happen as a result of the series that, had it occurred, would have allowed a less qualified assessment of success to be made?

1. A relatively small proportion of teachers, but a number that nevertheless needs to be reckoned with, did not accept the message of the series even at the verbal, or self-report, level. Many of them thought the materials were either inappropriate for their needs, too simplistic, redundant, or covered areas they already "knew." Three avenues are open to deal with this group. (1) Try to "select them out" in advance; (2) allow them to enter the program and consider them as an acceptable part of the process or (3) modify the materials so that their concerns and/or objections are at least partially taken into account. If the first approach were taken, the data presented in this report would suggest some of the candidates for exclusion, i.e. male, rural, inexperienced teachers. However, this is not recommended. There are too many exceptions within each of these groups. The second alternative is acceptable but the third is preferable. Some changes could be made in the Discussion Guide, for example, that would probably reduce the "rejection rate." They will be discussed below under Recommendations.

2. The materials appeared to have had no systematic effect on basic attitude toward the teaching role vis-a-vis the student as measured by the MTAI. The message was received, understood, and accepted by many, but it

was as yet not internalized so that it influenced basic attitudes. It may be so internalized after a period of time has elapsed and/or after other inputs are brought into play. This is a real possibility, not just a wishful hope. As noted earlier in the report, changing behavior that has been shaped over many years and that is firmly under the control of powerful stimuli from the environment is a formidable enterprise. The fact that many of the subject teachers began to see the possibility of change, is the first and most important step. This initial step should be followed by other supporting inputs such as:

- other workshop programs that are consistent with One To Grow On but use a different approach, different media, etc.
- administrative support, both practical and philosophical
- peer support
- success in the classroom using the new ideas, particularly from changes noted in student behavior

3. Students as a group did not show any measurable effects as a result of their teachers having been exposed to the films, as determined by the Smiles and SOQ tests. This conclusion is the most disappointing because the current zeitgeist almost "demands" that programs show impact on the target audience, and that they do so in a cost effective manner.*

In the strictest interpretation of "cost effective impact" one would have to conclude that the "One To Grow On" series was not cost effective and should be discontinued. But, as noted earlier in the report, one should be very cautious in making claims for impact in such difficult areas. The position of the authors is that the program clearly met its objectives at the first level of impact--the verbal behavior of the teachers in the discussion sessions. It was not within the scope of this effort to analyze this benefit in terms of costs. However, when judged in the light of similar efforts to "train teachers," one would have to consider the "One To Grow On" program as being among the more successful in this context. But no direct,

*Excellent discussions of this issue are to be found in two of the papers presented at the National Conference supported by this project ("Is Anybody Listening") by Edwin M. Long and Paul Ahmed (1974), both from the perspective of their administrative positions within NIMH. These proceedings have been printed and copies are available from NIMH.

experimental comparison to other materials is possible. Furthermore, there is no data to support or reject alternative approaches to the same problem. Would the discussion sessions alone have achieved similar, or more cost effective results? Would a more didactic approach to the films be more effective? These are researchable questions. The answers to these and other similar questions would help to place the "One To Grow On" program in a "matrix" consisting of the relative cost effectiveness of various programs designed to change teacher behavior in the classroom. Until such a matrix is "built," no sensible statement can be made about the relative worth of such programs. Ad hoc studies, no matter how well they are carried out, lead to ad hoc results. The professional judgment of the authors is that the "One To Grow On" film and discussion program represents a potentially useful departure from much of the more traditional teacher training material, and not only should the program be supported but the non-didactic approach should be further explored as an effective tool to cover other areas where attitude change is being sought as a step in the behavior change process.

Recommendations

1. For the above reasons, and given the limited impact found, it is the basic recommendation that the "One To Grow On" series be made easily available to all school systems and that they be encouraged to examine it and use it on a voluntary basis.

2. If funds are limited, the program should be promoted on the basis of the following prioritized target groups:

   a. Suburban and inner city secondary schools.
   b. Suburban and inner city primary schools.
   c. Rural secondary schools.
   d. Rural primary schools.

3. The program should be considered as only one element in a broader effort to introduce the humanistic/causal approach to teacher/student interaction. Only in this way will effective changes in the classroom be realized on a wide-scale basis.

4. The discussion guide should emphasize even more than it does the need to relate the film episodes to the problems most relevant to the environment found in the particular school using the materials. This is particularly important at the two extreme ends of the continuum--the rural school that does not relate to the films because "we don't have those kinds of problems" and the inner city school because "our problems are too overwhelming and transcend those shown in the films." It is also critical that participants be helped to "see" the relevance of those films whose setting is not at the same grade level as that of the participants. The most important need in this regard is at the junior high school level. None of the films deal with these grade levels. The other two needs, of course, are to help elementary teachers relate to the high school films and the high school teachers to the elementary school films.

Concomitant with this recommendation is the need to re-emphasize to Discussion Leaders that they must repeatedly remind participants that the films are only meant to serve as a stimulus and catalyst for discussion.

5. Discussion leaders do not need formal training in small group techniques. They do need to be and do the following:

a. They need to be philosophically compatible with the humanistic/causal approach.

b. They need to be accepted by the participants as a person who has their respect and with whom they can identify. "Authority figures" or administrative types who are not on the firing line (i.e. do not share the daily concerns and frustrations of the teachers) should be avoided. However, DLs need to be able to detach themselves from such concerns and frustrations so that they can explore and (more importantly) stimulate teachers to explore, creative and alternative ways of dealing with them. Several workshops in the study were conducted very effectively by peer teachers. Contrariwise, some of those who were most skilled in group leadership techniques failed to achieve high levels of participant involvement.

c. Discussion Leaders need to see all of the films at least twice and to study the Discussion Guide carefully before beginning.

d. They should give careful attention to the environment in which the program is conducted. It should be comfortable but designed for group interaction (i.e. a table around which everyone can sit, or a circle of chairs). The film and projection equipment should be checked and everything ready for "error free" viewing (i.e. room can be quickly made sufficiently dark, film is on title frame, sound is adjusted to correct level so everyone can hear, focus is sharp). After the viewing, the projector should be stopped and left alone--no rewinding, etc., and the discussion period begun.

6. Discussion Leaders should be encouraged to conduct more than one program. The upper limit is not known. "Creative burnout" may occur after 10 or so programs had been conducted, but the effectiveness of the Discussion Leader is bound to improve for at least the first 4 or 5 offerings.

7. All teachers in the participating school should be allowed to volunteer to attend after they have been informed of the purpose of the program, the time involved and the schedule for each film/discussion session.

8. The program participants should all be from the same school.

9. The Discussion Leader should be selected, if possible, from the staff of the school using the materials.

10. The films themselves are, as noted, only the "trigger" for the program. However, most discussions lean very heavily for awhile on the content of the films. It was often noted that many teachers failed to fully comprehend or follow the "story" of the films (particularly the three "problem" films: Sarah, Lindsay, and A Pretty Good Class For A Monday). This would often lead to misunderstandings and even debates about 'what really happened." Furthermore, the richness of the films in terms of the nuances of behavior, facial expression, body language and verbal expressions cannot be fully comprehended in one viewing. (Although the project staff has seen the films repeatedly, something new was seen each time.) It is therefore suggested that an alternate viewing strategy be recommended that would suggest presenting the film to be used for the following sessions at the end of the current session. This would also have the added advantage of giving the participants time to "think over" the next film and relate it to their own problems and concerns in the interval between the two sessions.

11. It is recommended that the films be scheduled in a sequence that initially captures the attention of the target audience, but does not lose their attention later on. Thus, a high school group should see a high school based film first (e.g. Lindsay) and last (e.g. Sarah), with the others mixed in between. The Discussion Leader should let them know in advance if the next film will be in a different setting. Of course, primary grade teachers would receive a primary based film first (e.g. Reflection) and last (e.g. Individuals) with the high school films interspersed between them.

12. The Discussion Guide needs to point out that the Discussion Leader be prepared for, and even encourage, highly individualized reactions to the film/discussion experience, even including complete rejection by some teachers of the basic notion underlying the program. Their views should be respected, but they should not be allowed to draw the group into extended arguments.

13. Related to the above, the Discussion Guide needs to emphasize that the Discussion Leader be prepared to help focus the discussion on realistic and possible action plans and not allow the participants to use the sessions as opportunities to escape responsibility by berating the school board, the principal, etc. Projecting problems onto others is a common response to personal frustration and anxiety and this mechanism was observed in operation in a number of groups (especially inner city). The teacher must be led to see that he can make changes now despite all the various constraints that he is forced to work within. The Discussion Leader must always bring the discussion back to this point whenever it seems to be getting too philosophical, too broad or too general.

14. Sessions should be scheduled no more frequently than once a week, and no less frequently than twice a month. This will avoid the negative effects of both saturation and lack of sustained interest.

15. If the length of the program had to be reduced for any reason, Reflection would be the film least missed according to teacher rankings of the six films used in this study. The DL results are generally consistent with this finding and further suggest the possibility of eliminating Individuals. However, the project staff and members of the project review panel give Reflection a high rating and consider Individuals and Learning Strategies lower in overall effectiveness and somewhat redundant in concept.

The final two recommendations are really meta-recommendations since they do not follow directly from the data collected in the study and since they apply not to the "One To Grow On" series per se but to future similar efforts that may be undertaken by NIMH.

As has already been noted in this section of the report, it is felt that the non-didactic approach used in the "One To Grow On" films represents a valid alternative to the more traditional, exhortative film often used in mental health education. However, this approach is not without its difficulties, some of which are inherent and some of which are inherited.

The inherent difficulty is that such materials are often viewed by the learner as lacking in substance and in teaching value. Many of us, teachers included, want to be told "what to do, how to do it, and when to do it" (and, less often, "why to do it"). There is thus a supra-educational need, when using such materials, to explain their purpose and to cast them in the context of "stimulus for thought" rather than "package of answers." Actually, most audiences, teachers included, would probably be receptive to this notion once it was clearly understood. After all, previous packages of answers have probably seldom if ever "worked," and thus an honest admission that answers are not being offered should be considered a refreshing change. A number of the recommendations given above with respect to the "One To Grow On" films have related to this point, but it is being cast here in the larger context of a mission for NIMH in support of further efforts (if any) to prepare similar materials.

The inherited problem is really the "other side" of the inherent problem, for it emphasizes the need to be much more rigorous in preparing any kind of teaching/learning materials, *including non-didactic films such as the "One To Grow On" series*. It is not sufficient to argue that since the materials are not meant to teach facts or rules, that they need not be subject to the concepts and principles of good teaching and effective communication. There is a rather well-developed technology of instruction that has been researched and validated (largely through the support of government contracts and grants) and that should be applied to any serious development effort that involves attitude change, knowledge acquisition and/or behavior change, *even if the instrumentation for that change is a non-didactic film.*

Educational film development frequently occupies a unique position in the educational world, one that it inherits from its second cousin, the entertainment film. It has generally been more difficult to convince those responsible for educational film development to apply the concepts of instructional technology than it has those responsible for other educational media, even including television.

One of the immediate problems this presents (and one that is most relevant to the study here being reported on) is that the job of the evaluator becomes extremely difficult. In the absence of clearly stated objectives and criteria for determining their attainment, the essential and practical evaluation questions, (Is it any good?, Does it work?, Is it cost effective?, Does it reach its objectives?, Should we make more?) are incapable of being assessed in a rigorous and scientific way. How do we measure the unmeasurable or define the ineffable? If educational films are truly an art form, as some still argue, then perhaps they should be evaluated by film critics, not professional evaluators!

It is readily admitted that the imposition of rigid and restrictive dicta on the development of any materials, but especially films such as the "One To Grow On" series, could stifle creativity and reduce their true effectiveness. The challenge is equally in the hands of the evaluator, as well as those responsible for the development of such materials, to produce a meaningful set of guidelines that can blend the best of instructional technology with the best of the unique language of the film (Shettel, 1964). It is recommended that serious attention be given to this problem and the following specific steps are suggested in the event further work is undertaken in the development of educational films:

1. Do not wait until the product is developed before deciding to evaluate. Build in the evaluation component of the effort <u>early</u> in the development cycle. This can be accomplished by assigning an evaluation/instructional technology expert to the project, or by obtaining such inputs on a consulting basis, at its "RFP" stage. The individual selected for this role should be considered a senior staff person with decision-making inputs, and not simply an advisory resource.

2. Insist on an initial statement of specific educational objectives and further refinements of those objectives as the development cycle progresses. These objectives should define the target audience and should state in explicit terms the impact the materials are meant to have on that audience, preferably in terms of expected changes in attitudes, knowledge, and/or behavior. If different levels of impact and/or different audiences are anticipated, the above should be accomplished for each level and each audience.

3. Develop or obtain appropriate preliminary evaluation instruments as soon as the objectives have reached a reasonable level of specificity. These should be considered by the developer as well as the evaluator as being a reasonable and fair means of assessing the attainment of program objectives.

4. As soon as the materials are in a form that represents a reasonable facsimile of their completed format, conduct a formative pretest with a small sample of the target audience using the test material described in item #3 above. In the case of films, this can be done when they are in the form of a story board or, a little later, when prints or slides from selected frames of the films are available, along with the sound track (which can be in printed form). The earlier this is done, the more degrees of freedom one has in making changes in the material. Repeated studies have shown that for didactic films such simulated materials as still pictures have excellent predictive power regarding the effectiveness of the final product. Although this may be less true of non-didactic films, it is believed that much could be learned from this pretesting activity. Inputs at this stage could range from very specific to very general. (For example, it may have been learned that the very "posh" interiors of the home of Lindsay in the One To Grow On film of the same name, completely repelled the teachers of the inner city schools.) Decisions made at this time would obviously vary with the nature of the input. The point is that some notion of effectiveness is obtained before the expensive and largely irreversible development steps to follow are taken.

5. A final and comprehensive evaluation (summative) under field conditions is made before the materials are released, using the same or a refined version of the earlier evaluation materials. Decisions to modify the materials, restrict the audience, etc., are, of course, made at this time. However, because of the pretesting accomplished in step #4, the nature of the changes at this point should always be minor and involve matters relating to support, distribution and implementation of the films rather than the content and/or structure of the films themselves.

The above skeleton outline of a development/evaluation strategy for film materials is perhaps idealistic. But it seems almost unavoidable at a time when cost effective impact questions are being seriously asked.

In closing, it must be said in all honesty that the "One To Grow On" film/discussion series would probably have benefited from a more systematic concern for objectives and the means for obtaining them. It would, of course, have made the evaluation job easier, but more importantly, it probably would have resulted in an even more effective series, one that may have gone beyond the somewhat limited impact that was found in this evaluation study. Nevertheless, the "One To Grow On" films represent an important contribution to both the technique of effective teacher training and to the critical content area with which they deal--mental health in the classroom. This is no small accomplishment, and the necessarily critical tone of this report should not be construed as an effort to diminish it, nor to inhibit further efforts to expand on it.

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APPENDIX A

Project Staff And Project Milestones

Project Staff:

Harris H. Shettel - Principal Investigator

Ruth S. Hughes - Project Director*

Mary Kay Garee - Research Staff

Patricia F. Vitale - Administrative Associate

Valerie J. Hausmann - Secretary

Robert Fitzpatrick - Project Advisor in Measurement and Evaluation

Project Milestones:

Project Initiation	July 1, 1973
Panel Meeting #1, AIR Offices	July 30-31, 1973-Pittsburgh,Pa.
Forms Submitted For OMB Review	August 13, 1973
Site 1 Agreement To Participate (Pending OMB Approval)	December, 1973
Workshop For Discussion Leader In Site 1 Urban/Suburban Schools, Conducted By Center For Creative Communication, Inc.	January 10, 1974
OMB Approval Of Forms Received	January 15, 1974
Panel Meeting #2, AIR Offices	January 21, 1974-Silver Spring, Maryland
Site 2 Schools Agree To Participate	February 1, 1974
Teachers (258) And Students (6,450) Pretested In Sites 1 And 2	February, 1974
Discussion Leader Orientation Visits By AIR Staff	February, 1974
School Workshop Sessions Begun	February, 1974
Planning Of National Conference Begins-- Plog Research, Inc. Retained As Subcontractor To Handle Details Of The Conference	March, 1974
Workshops, Posttesting And Teacher/ Discussion Leader Interviewing Completed-- Some Follow-Up Data Obtained	April and May, 1974
National Conference,"Is Anybody Listening"	June 6 and 7, 1974-San Diego, California
Data Analysis and Report Preparations Initiated	July, 1974
Final Report Completed	December, 1974

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APPENDIX B

Description of "One To Grow On" Films

The following descriptions of each film include the statement of the purpose of the film and examples of questions that the discussion leader can raise with his teacher group. These materials have been paraphrased from the Film Discussion Manual which accompanies the series. Also included are the objectives for each film that the project staff developed and some examples of positive teacher "behavior" that would be consistent with those objectives and, where appropriate, negative teacher "behavior" that would be inconsistent with those objectives. All of these materials were developed in close cooperation with those at NIMH responsible for the conception and preparation of the film series.

Film Descriptions

(1) "A Pretty Good Class for a Monday"

Film action centers about three male students in a conventional history class. The students' major outside interests are explored as well as their parents' and teachers' attitudes and descriptions of them. Each student represents an area of emphasis of the school:

(a) Academic development (a student whose major interest is academic--math).

(b) Vocational training (a student whose interest centers about mechanics--motorcycles).

(c) Citizenship preparation (a student interested in Scout activities, holding a job, and eventually going into police work).

The purpose of "A Pretty Good Class for a Monday" is to stimulate a discussion of ways of reconciling the apparent conflicts presented by individual students with individual values, orientations and spheres of success and the circumstances prevailing in a school in which teachers deal with

large numbers of students, are responsible for teaching a prescribed curriculum, and must apply standards set by the school or by the community.

Examples of questions to be raised in Discussion Session:

(1) Does the school exist to serve the community, or to serve itself? If both, how is its responsibility to be divided, and which takes primacy?

(2) To what extent can the school, which is an institution, serve the needs of students, who are individuals?

(3) Where do the school's standards of success and failure come from?

(4) What is the impact of these standards on the students?

(5) Is there a conflict between maintaining standards and respecting and responding to individual values?

(6) What is the effect on the mental health of a person whose own personal values are disconnected from those of the school where he spends several hours each day?

Sub-objective 1 (relates to Major Objective #2 listed on page 7):

Encourage teacher to respond to the individual student's needs and values, and to develop tolerance for another's perspective.

Behavioral Example--teacher can accept and respond more positively to a student whose interest and application in his class subject is minimal when he is aware that his or her interest and motivation lies in another area.

Negative Example--History teacher shows interest in and reinforces only those students who excel or match his zeal for his subject.

(The above examples are given to show how the major objectives of the total film package can be translated into classroom performance. It is emphasized that these examples are not to be considered criterion items in determining effectiveness of the film segments. The above examples are based on film content.)

(2) "Lindsay"

Film action centers about a girl in conflict with the values of her parents. Family setting is one of affluence. Action includes girl's use of contraceptive pills and abuse of drugs. Her teacher is shown in an unsuccessful attempt to encourage the girl to discuss her problem.

The purpose of "Lindsay" is to provoke a discussion of the way in which the needs and responsibilities of students, parents, and teachers can be at odds with each other, and ways that the resulting unresolved conflicts can be destructive.

Issues raised include the conflict between parents' needs, which they attempt to fulfill through their children, and the children's own needs. There is a problem between the goals of the teacher and the methods he uses, and the extent to which the school exacerbates or might help resolve students' problems which arise from deep differences between the student and his or her parents.

Examples of questions to be raised in Discussion Session:

(1) Based on events shown in student's home life, how could a teacher provide a constructive school environment for such a student?

(2) Evaluate your own suggestions in terms of changes you have to make, responsibilities you would have, and evaluate the extent to which you would need to become involved with a student. (Questions to be answered by each individual in terms of his own situation.)

Sub-objective 2 (relates to Major Objective #2):

To recognize possible sources of conflict that may be contributing to difficult surface behavior, and to recognize the need to respond with sympathy, empathy, and flexibility to develop a meaningful relationship in such a situation.

Behavioral Example--to be aware that a student's attitude and/or response to the demands of the school experience are affected by non-school factors that are equally important to the student.

Positive Example--to be able to permit a student to briefly withdraw from active class participation when obviously deeply troubled, but also to be attentive to length of withdrawal time, any obvious desire to communicate the problem, or obvious resolution of the problem. By allowing brief withdrawal the teacher can project empathy and show the student that he recognizes he has a problem (he legitimizes the fact that the student is a human being just like the teacher).

(3) "Sarah"

The action centers about a girl about to be suspended from school for repeated unexcused absences. An understanding teacher learns that the girl has had an abortion, unknown to her parents. She wants this to remain unknown to them. The responsible male student is in the class the girl has been avoiding. The teacher attempts to preclude the girl's suspension by telling the vice principal that there was a valid reason for the girl's behavior, with assurances that she will attend the class in the future. The teacher fails in her attempt. No exception will be made for Sarah.

The purpose of "Sarah" is to provoke a discussion around the issues and the behavior of the characters in the film, by portraying a conflict situation in which everybody is apparently "sincere" and "responsible," but by their actions assure an unsatisfactory conclusion.

Issues raised include the conflict between the teacher's responsibility to the student and responsibility to the institution; conflict in the role of the vice principal or dean as counselor on the one hand and the implementor of rules on the other; conflict between Sarah's responsibility for her own actions (and her need to work out her own problems) and her parents' and the school's responsibility for her; the appropriateness of suspension as a response to truancy; the need for privileged communication between teacher and student; the question of personal responsibility for decisions vs. actions that might be defended in terms of "enforcing the rules," "doing one's job," etc.

Examples of questions to be raised in Discussion Session:

(1) What justifies the right of privileged communication?

(2) What are the teacher's responsibilities in this situation?

(3) What are the vice principal's responsibilities in this situation?

(4) How do you feel about the characters and their roles in this situation, i.e., Sarah, Mrs. Martin, etc.?

Sub-objective 3 (relates to Major Objective #1):

To encourage consideration of the needs of the individual, the demands of the teacher's responsibility to the institution (the school) on the one hand, and his responsibility to the student on the other.

Positive example--teacher does not follow rigid rules regarding tardiness when he knows a pupil was late because an alcoholic father returned to the home and was harassing the family. (This is not a film-related example but one drawn from a case study.)

(4) "Individuals"

This film presents a concrete example of an innovative, "individualized," program geared to self-direction of students. Film content is devoted to a description of how such a program "works." (This is an unscripted documentary of an actual class.)

The purpose of "Individuals" is to provoke a discussion of the goal of self-direction, methods of achieving it, and the impact of such a change on the roles and responsibilities of teachers.

The major issues raised are questions about changing the view of the ultimate objectives of the process of education from the mastery of a set body of skills towards the development of self-direction. What is the relationship between learning self-direction and learning a particular skill such as adding fractions? How can a teacher best help a child to learn? What is a teacher's true responsibility? What is the nature of knowledge; what is teaching; what is learning? What makes a child learn? Who is responsible for what parts of the process? What makes a child remember?

What is the use of learning? How does a school program that stresses self-direction fit into a society that has a relatively highly structured extrinsic reward system?

Examples of questions to be raised in Discussion Session of Segment 4:

(1) How did you react to the appearance and "sound" of the classroom?

(2) How do you think the children were reacting?

(3) What does the term "self-direction" mean to you?

(4) General questions about individual reactions to "contract" type of curriculum.

(5) In what ways do you use your personal values to set the tone or the standard for success in your classes?

(6) Are you conscious of a distinction between the standards that you bring with you and the standards of the institution?

Sub-objective 4 (relates to Major Objective #3):

To encourage introspection regarding teacher's own feelings and attitudes about teaching, techniques of teaching, and innovations in the system.

Positive Example--teacher gathers information, and collects materials for an experiment in self-direction after he has decided that the technique offers opportunity for positive learning experiences, and that he can take the responsibility for offering this learning experience.

(5) "A Teacher in Reflection"

Film shows a teacher conducting a "class meeting." Pupils are lower elementary school level. The meeting is of a problem-solving nature, approaching situations such as the difficulties encountered by a girl new to the school, and ways in which students can help one another with learning problems. In voice-over commentary the teacher "reflects" on ways in which he unconsciously influences and shapes the decisions the children ultimately make about changing classroom procedures.

The purpose of "A Teacher in Reflection" is to provide a concrete example of a program which attempts to deal directly with mental health development in the classroom. It is hoped that after seeing one example as shown in the film, teachers can share their reactions to the underlying ideas in that particular approach, consider the implications of the program's objectives for teachers, and speculate seriously about ways of achieving the same objectives in their own classrooms, either with a program like the one portrayed in the film or in some other way more appropriate for them.

Issues include the extent to which a new program is just "old wine in new bottles" if there is no fundamental change in the teacher who is using the program. Also, is there a possibility of conflict when the teacher, the central authority in a class, attempts to give some authority to the students? Is encouraging critical thinking among students a worthwhile objective for a classroom teacher?

Examples of questions to be raised in Discussion Session:

(1) What do you think the teacher is trying to accomplish with the class meeting?

(2) How do you react to this teacher's attempt to "encourage critical thinking?"

(3) Do you think it is a good idea to try to involve students in the resolution of problems?

(4) What do you think would be the result of asking your children to think about anything they would like to change about the class?

Sub-objective of Segment 5 (relates to overall objective #3):

To encourage the teacher to think about the way he realtes to his class as a result of his interpretation of his role as a teacher and to think about whether he should restructure this role.

Behavioral Example--as an experiment, the teacher selects one class in which he asks pupils to give personal reactions to the class routine, and discusses these reactions as a group with the intention of implementing suggestions that represent a true change of format suggested by someone else.

(6) "Learning Strategies"

The action in this film shows several activities, without commentary, in various classrooms in which strategies are being employed with the purpose of helping children learn to guide their own development. (This film was made in a public school in Cleveland, Ohio. The school participates in Project G.O.O.D. [Guiding One's Own Development], and the unrehearsed scenes show some of the techniques advocated by Project G.O.O.D.)

The purpose of this film is to provoke a discussion of the concept of guiding one's own development and the ways in which particular techniques might be most effectively employed.

Issues raised include the question of how the school can best support children as they learn to guide their own development, and to consider the ways in which children can do this. An important issue is one that approaches ways in which a teacher's habits may interfere with a conscientious effort to help children do their own learning.

Examples of questions to be raised in Discussion Session:

(1) How do you feel about the school shown in this film, i.e., comfortable, frustrated, confused, excited, envious?

(2) What did you especially like or dislike?

(3) Are you interested in trying any of the strategies shown in this film?

(4) What kind of support do you think you would need from administrators or supervisors?

(5) Are there things that you can do even though the rest of the school is not involved in such a laboratory or demonstration project?

Sub-objective of Segment 6 (relates to Major Objective #1):

To encourage the teacher to consider his reactions to the concept of guiding one's own development, and to consider whether it is a feasible strategy in his own setting. He is also encouraged to consider the possibilities that are inherent in this strategy for teaching children to understand human behavior in terms of its causes.

Behavioral Example--teacher initiates a self-developmental program of his own design. Within this program, he watches for opportunities to isolate an incident that occurs in class which can be discussed in terms of the observed behavior and the causal factors underlying the events which took place.

APPENDIX C

Discussion Leader Report Form

O.M.B. No. 68-S73149
Approval Expires June 30, 1974

FILM PROGRAM EFFECTIVENESS MEASURES

Discussion Leader Report Form

Study Category: U_____ S_____ R_____

E_____ I_____ H_____

Name of Discussion Leader_____

Date_____

Location_____

Grade Level(s)_____

ADM-T9
(1-74)

American Institutes for Research
#HSM-42-73-189(OP)

O.M.B. No. 68-S73149
Approval Expires June 30, 1974

Name of Film _____

Session # _____ Number of teachers present _____

Time: film began _____ end _____

discussion began _____ end _____

1. What was the <u>overall</u> group reaction to this film?

Negative				Positive
1	2	3	4	5

Depressing				Stimulating
1	2	3	4	5

Experience was non-relevant				It was very relevant
1	2	3	4	5

2. Did the discussion:

(a) Depend upon the discussion guide for substance

Not at all				Totally
1	2	3	4	5

(b) Draw upon film content for substance

Not at all				Totally
1	2	3	4	5

(c) Relate to conflict areas in the teachers' classroom

Not at all				Totally
1	2	3	4	5

(d) Focus on ways to apply film concepts in the classroom

Not at all				Totally
1	2	3	4	5

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3. What was the major conclusion(s) reached by the group?

4. Who were the discussion leaders and what was their major focus or point of view?

Names	Comments

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5. Did any teacher discuss a concrete plan of action for changing a classroom situation or a relationship with a pupil?

Name of Teacher_____

Details of plan_____

6. Rate the effectiveness of this film in generating discussion related to actual classroom situations.

Not effective — Very effective

1 2 3 4 5

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7. (Begin with second discussion session.)

Rank the effectiveness of these films in generating relevant discussions.

_____ "A pretty good class for a Monday"

_____ "Sarah"

_____ "Reflections"

_____ "Learning Strategies"

_____ "Individuals"

_____ "Lindsey"

8. Use this space to make any additional comments about the discussion session or to record specific remarks made about the film by the teachers.

APPENDIX D

Teacher Interview Schedule

DIRECTIONS FOR INTERVIEWERS

(Teacher Interview Schedule)

1. Read through the entire Interview Schedule.
2. Look again at Page D-6 to identify the concept(s) the teacher interviewed might be expected to report upon in question one.
3. If the teacher does <u>not</u> mention any of these concept(s), use the questions on Pages D-6 and D-7 <u>after</u> all other questions have been answered.
4. If answer one is complete (details of her action with results) omit Pages D-6 and D-7.
5. Check to ensure that information filled in at the top of the form is correct.

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FILM PROGRAM EFFECTIVENESS MEASURES

Interview Schedule for Teacher

Study Category U_____ S_____ R_____

E_____ I_____ H_____

Name of Teacher_____

Date_____

Location_____

Grade Level(s)_____

Interviewer's Name_____

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1. Have you applied, or do you plan to apply, any of the concepts or ideas discussed in the "One to Grow On" workshops in your classroom?

_____yes _____no

If you answered "yes" give the details below; if you answered "no" go to "d".

a. What is the idea or concept?

_____

_____

_____

_____

_____

b. Describe what you did or what you plan to do.

_____

_____

_____

_____

_____

c. What was it in the Film/Discussion sessions that stimulated you to institute the change describe above? Be as specific as possible. (Use the back of every page if necessary.)

_____

_____

_____

_____

d. If you answered "no" to #1 above, briefly discuss your reasons.

_____

_____

_____

_____

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2. List the things you particularly liked and disliked about the following aspects of the "One to Grow On" workshop experience.

	Liked	Disliked
The Films		
The Discussion Sessions		
The Discussion Leader		

3. Would you recommend this film series to other teachers?

_____yes _____no

Reason: _____

4. Rank the Film/Discussions in the order in which you found them to be directly relevant to your classroom situation.

_____"A Pretty Good Class for a Monday"

_____"Sarah"

_____"Lindsay"

_____"Reflections"

_____"Learning Strategies"

_____"Individuals"

Reasons for your answer:_____

_____

_____

_____

_____

5. Have you, at any time, participated in a similar workshop where films in the area of mental health in the classroom were used?

_____yes _____no

If yes, name the film, briefly describe the contents, and/or goals and objectives of the film.

_____

_____

_____

_____

_____

6. Which film was the most relevant to your classroom situation ("One to Grow On" or other film)?

_____

_____

_____

7. Give reasons for your answer to #6. (Give specific examples of situations in which the material was helpful.)

8. Have you had any courses in mental health or child psychology?

Names of Courses	Where Offered	Date

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9. The following suggestions for classroom application of film concepts were emphasized in your discussion group:

check here

_____1._____

_____2._____

_____3._____

_____4._____

_____5._____

_____6._____

a. Did you attempt to implement any of these suggestions?

_____yes _____no (if "no" go to item "d")

b. If "yes," check the concept(s) which you attempted to use. Describe what you did.

c. What results did you achieve?

d. If you answered "no," give a reason for your answer.

APPENDIX E

Discussion Leader Comments On Each Film

Sarah

Discussion Topics and Conclusions	Number of DLs Making Comment
Showed lack of communication with parents	4
Parents need to be informed	4
Individualization important	4
Students and teachers need to communicate on a confidential level	3
Administrators must stick to rules to maintain credibility	3
Look out for the con artist	2
Teachers must instill trust in students	2
Students need to be treated as individuals	2
Staff members need to develop communication	2
Suspension not the answer	2
Teachers feel helpless in providing support service	2
Vice Principal cold to Sarah	1
Punishment not deserved	1
Personal things shouldn't be business of teacher	1
Administrators should be more pliant	1
Not always necessary to report to parents	1
Large classes limit openness with students--need to reduce class size	1
Even though high school level, good for elementary situations	1
Student will do it again	1
Poor communication creates problems	1
Need to know more about parents to help students	1
Vice Principal had major responsibility	1
Parents should teach children facts of life	1
Teacher was justified in intervening	1
Treatment of confidential information a problematic area in need of further thought	1
Teachers afraid to engage in conversations with youngsters on personal matters	1

Note that there are no negative comments about this film per se.

Lindsay

Discussion Topics and Conclusions	Number of DLs Making Comment
Long-standing family communication problems	6
Was spoiled child	4
Teachers need to be good listeners	3
Film too brief to evaluate situation*	2
Communication with young people greatest problem	2
Parents and school have failed the girl	2
Not relevant to elementary school*	2
Good example of family problems	1
Male teachers--mother more at fault	1
Female teachers--father more at fault	1
Well-to-do child also needs help	1
Teacher has two Lindsays in class	1
Home environment not relevant to school	1
Drugs not a problem at school and it's not our duty to become involved*	1
Lindsay needed neutral person	1
Agreed parents should search childrens' possessions	1
Kids need some way to get high--drugs are a temporary high	1
Father took easy way out	1
Better communication needed between teachers & parents	1
Watch out for the quiet student	1
Parents value system more important than teachers	1
Parental and teacher understanding and involvement necessary	1
Teachers must be receptive and empathetic; must respect students for communication to occur	1
Parents unable to relate meaningfully to one another about Lindsay; teacher not sensitive to Lindsay when she remained after school	1

*In this case, three of the comments (*) could be considered as being critical of the film.

A Pretty Good Class For A Monday

Discussion Topics and Conclusions	Number of DLs Making Comment
Parent/teacher values conflict	3
Criticized permissive parents	2
Individual interests of students emphasized, but basics still needed*	2
Identified the three students with their own students	2
Growth of Chas. (one of three boys in film) most difficult to promote	2
School produced no more than parents and teachers exepcted of students	2
Supportive of school system objectives	1
Children should concentrate on school work	1
Children need choices in subject matter selection	1
School not meeting needs of three students in film	1
Design psecific programs to meet students' needs	1
Questioned image of average student in film*	1
Concept of individual vs. group is a forced issue, simpier to be part of a group*	1
Teachers don't have time to learn individual interests	
Teachers need to be consistent in approach to classroom discipline	1
Should not underestimate any student's ability	1
Not all students are alike	1
Academic excellence not necessary to be happy	1
All students seem to be accepted by family	1
Average child often neglected	1
Individualization is the answer	1
Most important children be happy	1
Need average level most of all	1
School filled a need for each student	1
Film more thorough than others	1
Important that teachers know students personally--makes them learn and feel better	1
Knowledge of home attitude critical to solve specific problems	1
Good film for generatngg discussion to individual needs	1
Teachers differed as to how far one can go to serve individual needs without disserving others in the class	1

*Three of the above comments had a critical note imbedded in them--but there were no strong negative reactions.

Individuals

Discussion Topics and Conclusions	Number of DLs Making Comment
Liked the idea of alpha and omega but lacked pertinent information about evaluation and testing of results, what space, materials, and support personnel are required*	10
Self-direction doesn't work with all kids	7
Would have to be started in the lower grades to be effective	5
Teachers would need a great deal of time to prepare for this	4
Film setting ideal rather than realistic*	4
Need parent/community cooperation	3
Many drawbacks to this program--could not stand confusion and noise	3
Teacher's personality was revealing factor in film	3
Teachers now use contract and unit planning	3
Difficult to initiate program in terms of developing the skills of the child	2
Could not be done here	2
All in favor but too difficult to implement	2
Rejected by total group*	1
Students will learn what they want to learn	1
Traditional school structure depressing	1
Questioned effectiveness of reward system	1
Not relevant here because society stresses rules and obedience	1
Children want and need structure and direction	1
Individual differences are very important	1
Easy for high school teachers to identify with	1
All children could not learn self-direction through the medium expressed in this film	1

*A number of comments related to the difficulty of implementing the concept, but only three have their negative focus on the film per se.

Teacher In Reflection

Discussion Topics and Conclusions	Number of DLs Making Comment
Objected to fight	3
No critical thinking	2
Too directive	2
Negative view of teacher's methods	2
Class meeting concept accepted	2
O.K. to be passive at times	2
Would not work in 4 - 6 grades	2
Children can resolve own problems if given opportunity	2
Use of videotape good	2
Can be unobtrusively directive	2
Teacher in film lacked skill to evaluate herself	1
Poor handling of Dinetta	1
Class meeting not new	1
Liked idea of students helping each other	1
Free discussion beneficial	1
Meetings don't work in junior high school	1
Encourages fighting	1
Would intensify problems	1
Low economic pupils have trouble communicating and achieving	1
Film not relevant to school situation*	1
Not viable technique	1
Open and empathetic approach to students best way to allow them to bring their problems to you	1
Teachers should be open and sympathetic with students; difficult to achieve	1

*Again, many comments were very critical of the technique used in the film, but only one was film specific.

Learning Strategies

Discussion Topics and Conclusions	Number of DLs Making Comment
Liked mini-courses, role play, and student tutoring	6
Kids need to make decisions	2
Kindergarten teacher too directive	2
Have already tried peer teaching, hobby clubs, role play	2
Administrative problems involved with this as well as parent communication	2
Blind teacher good	2
Not possible to implement in this school; group negative to concept	2
Kids learn what they want to learn	1
Film valuable for student teachers	1
Film could have been made in this school	1
Children spoiled by watching TV programs, have unreal approach to life, thus strategies don't work	1
Major goal of education is to help students become self-motivating and goal directed	1
Film did not generate discussion*	1